

THE GOVERNMENT OF THE PHILIPPINE ISLANDS  
DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION

FIFTEENTH ANNUAL REPORT  
OF THE DIRECTOR OF  
EDUCATION

JANUARY 1, 1914, TO DECEMBER 31, 1914



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MANILA  
BUREAU OF PRINTING  
1915

## BUREAU OF EDUCATION PUBLICATIONS.

[Abbreviated list.]

### ANNUAL REPORTS:

- First to Tenth Annual Reports of the Director of Education. 1901-1910. (Supply exhausted.)  
Eleventh Annual Report of the Director of Education. 1911.  
Twelfth Annual Report of the Director of Education. 1912. (Supply limited.)  
Thirteenth Annual Report of the Director of Education. 1913.  
Fourteenth Annual Report of the Director of Education. 1914. (Not published.)

### BULLETINS:

- 1 to 8 and 10 to 30, inclusive. Various subjects relating to the early activities of the Bureau. Editions for the most part exhausted and material obsolete.  
9. List of Philippine Baptismal Names. 1905. (Revised, 1915.)  
31. School and Home Gardening. 1910. (Revised, 1913.)  
32. Courses in Mechanical and Free-hand Drawing. 1910. (Edition exhausted.)  
33. Philippine Hats. 1910. (Edition exhausted.)  
34. Lace Making and Embroidery. 1911. (Edition exhausted.)  
35. Housekeeping and Household Arts—A Manual for Work with the Girls in the Elementary Schools of the Philippine Islands. 1911. (Edition exhausted.)  
36. Philippine Normal School—Catalogue and Announcement. 1911. (Edition exhausted.)  
37. School Buildings and Grounds. 1912.  
38. School Buildings—Plans, Specifications, and Bills of Material. 1912.  
39. A Manual of Free-hand Drawing for Philippine Primary Schools. (In course of preparation.)  
40. Athletic Handbook for the Philippine Public Schools. 1911. (Revised, 1913.)  
41. Service Manual of the Bureau of Education. 1911. (Edition exhausted.)  
42. Intermediate English, II—Notes, Directions, and General Aids to the Preparation of the Correspondence Study Course. 1911. (Edition exhausted.)  
43. Philippine School of Arts and Trades—Catalogue. 1912. (Edition exhausted.)  
44. Libraries of Philippine Public Schools. 1912. (Edition exhausted.)  
45. The School of Household Industries. 1912. (Supply limited.)  
46. The Industrial Museum, Library, and Exhibits of the Bureau of Education. 1913.  
47. Good Manners and Right Conduct. 1913. (Revised, 1915.)  
48. A Course in Civics. (In course of preparation.)  
49. Industrial Fiber Plants of the Philippines. 1913.  
50. Arbor Day and School Holidays. 1915.  
51. Philippine School of Commerce. 1913. (Supply limited.)  
52. Philippine School of Arts and Trades—Nautical Department. 1913. (Edition exhausted.)  
53. Elementary Course in Plain Sewing. 1913. (Edition exhausted.)

### CIVICO-EDUCATIONAL LECTURES:

1. The Rights and Duties of Citizens of the Philippines. 1910. (Edition exhausted.)  
2. The Prevention of Diseases, 1910. (Edition exhausted.)  
3. Rice. 1910. (Edition exhausted.)  
4. Diseases of Animals. 1910. (Edition exhausted.)  
5. Coconut Beetles. 1910. (Edition exhausted.)  
6. The Housing of the Public Schools. 1910. (Edition exhausted.)  
7. Coconuts. 1911. (Edition exhausted.)  
8. Corn. 1912.

### THE TEACHERS' ASSEMBLY HERALD:

- Volumes I-V. 1908-1912. (Supply exhausted.)  
Volume VI. 1913. (Supply limited.)

### THE PHILIPPINE CRAFTSMAN:

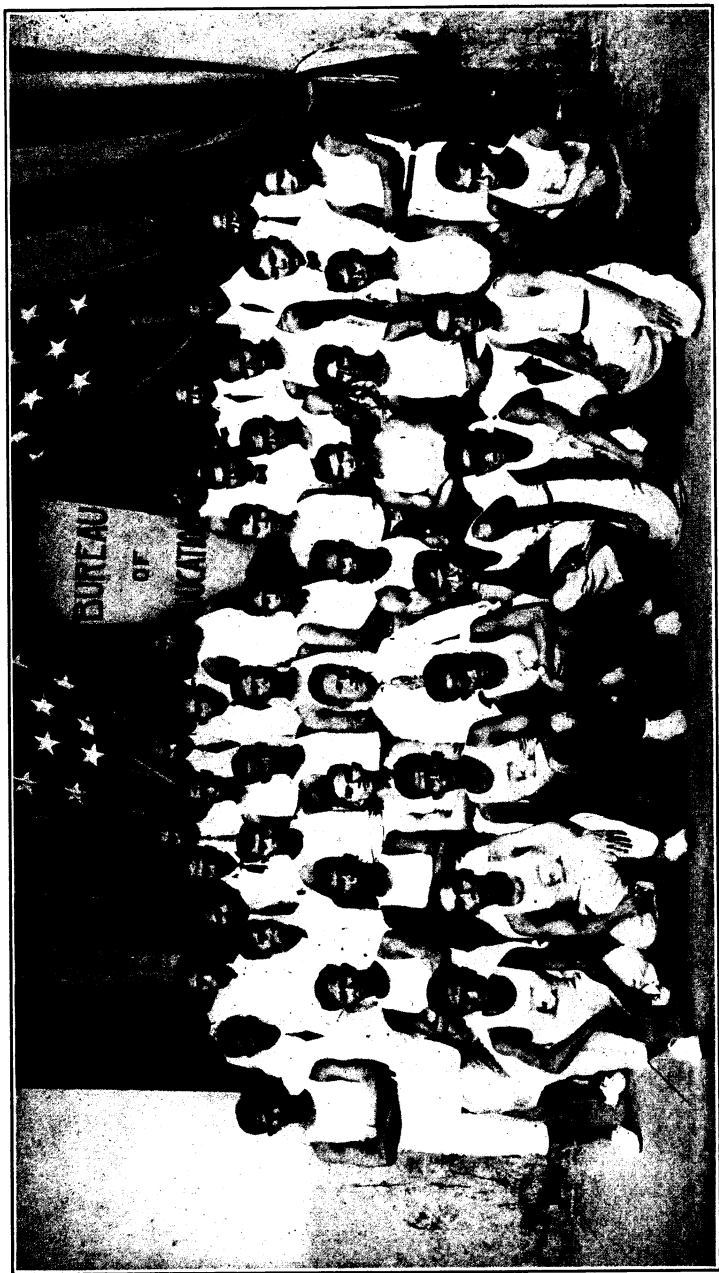
- Volume I. 1912-13. (Supply limited.)  
Volume II. 1913-14. (Supply limited.)  
Volume III. 1914-15. (Supply limited.)

### TEXTBOOKS:

- Woodworking—A Manual of Elementary Carpentry for Philippine Public Schools. 1908. (Edition exhausted.)  
Selected Short Poems by Representative American Authors. 1911. (Reprinted, 1913, 1915.)

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Bureau of Education General Office athletic team, 1914.



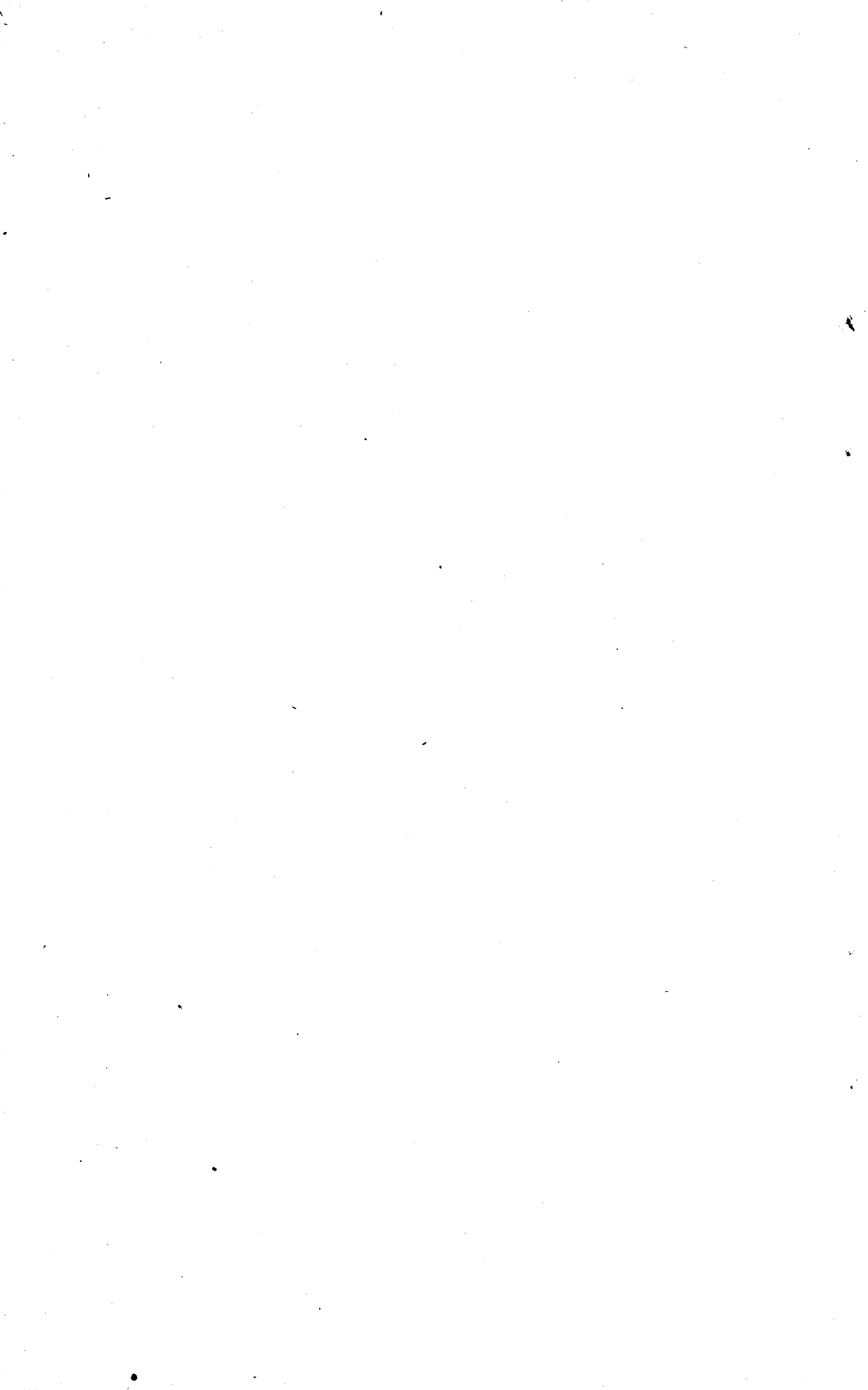
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# FIFTEENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

MANILA, *January 1, 1915.*

The Honorable  
the SECRETARY OF PUBLIC INSTRUCTION,  
*Manila, P. I.*

SIR: I have the honor to submit for your consideration a report of the work accomplished by the Bureau of Education during the fiscal year ending December 31, 1914, and also a general statement of the achievements of the Bureau of Education since its establishment nearly fourteen years ago.

## GENERAL STATEMENT.

In practically every line of work substantial progress is to be reported. The attendance during the school year 1913-14 and during the present school year 1914-15 has reached the highest figure in the history of this bureau. The annual enrollment for 1913-14 was 621,030 as compared with 440,050 for the previous school year. The average monthly enrollment for 1913-14 was 489,070 as compared with 329,756 for the previous school year. The average daily attendance was 428,552 as compared with 287,995 for 1912-13. The percentage of attendance was 88. The high percentage of attendance is particularly significant, since regularity of attendance is one of the chief factors of efficiency in instruction. The number of schools for the school year 1913-14 was 4,235 as compared with 2,934 for 1912-13. The number of schools for the present school year remains practically the same. The number of teachers for 1913-14 was 9,462 as compared with 7,671 for 1912-13.

Owing to the fact that it was necessary to employ a large number of new teachers to provide for the establishment of additional schools, the Bureau was obliged to employ a number of teachers who had not yet completed the intermediate grades. As a result, the improvement in the attainments of Filipino teachers has been less rapid than usual. The latest figures indicate that 4,196 teachers have finished the intermediate grades, 908 have finished one or more years of the secondary course, 337 are high-school graduates, 10 are graduates of the University of the Philippines, 42 are Government students re-

turned from the United States, and 240 are graduates of the Philippine Normal School or the Philippine School of Arts and Trades. The number of American teachers has been further reduced by employing a smaller number than usual in the United States and their places have been taken by the best Filipino teachers obtainable.

The progress in academic work has been generally satisfactory. Examinations at the close of the school year 1913-14 were rather more difficult than usual in certain subjects, so that the number passing did not show a very great increase over that of the previous school year. The English requirements were made much more stringent, which explains many failures. It is believed that the defects in English instruction are being corrected to a considerable extent during the present school year. The work in good manners and right conduct is worthy of particular mention.

The progress in athletics has been remarkable. Reports from every division in the Islands indicate that fully 95 per cent of the boys and girls in the public schools are taking part in athletics or physical training in one form or another. The influence of the public schools in promoting physical development and health extends far beyond the schoolroom. Thousands of people who have never attended the public schools are participating in games through the direct influence of the Bureau's athletic program.

The construction of buildings has been held back on account of the necessity of effecting every possible economy. This Office had hoped to begin work on the new building for the Philippine School of Arts and Trades, but it was found impossible to do so. Many municipal projects are likewise held up. From January 1, 1914, to December 31, 1914, 60 standard-plan buildings were completed, containing a total of 327 rooms. Five reconstruction projects were finished during the same period. Altogether 748 permanent buildings of all classes have been completed, representing a total of 3,950 rooms. During the year 268 standard school sites have been secured, of which 172 contain between five and ten thousand square meters and 96 ten thousand square meters or more. This brings the total number of standard school sites secured by the Bureau of Education up to 1,338 of which 919 have an area of between five and ten thousand square meters and 419 ten thousand square meters or more.

It is with great regret that I announce the death of Mr. J. J. Coleman, former superintendent of the Philippine School of Arts and Trades, who died at Fort Bayard, New Mexico, August 29, 1914.



## DEPARTMENT OF MINDANAO AND SULU.

Arrangements have been made to place the schools of the Department of Mindanao and Sulu under the administrative control of the Bureau of Education, effective January 1, 1915.

### CHANGES IN THE DIRECTORATE.

After the death of Mr. Frank Russell White, Director of Education, in August, 1913, Mr. Frank Linden Crone was appointed Director of Education; Mr. Charles Henry Magee, Assistant Director; and Mr. John David DeHuff, Second Assistant Director. Mr. DeHuff returned to the United States on leave in November, 1913, and presented his resignation in March, 1914. He was succeeded by Mr. Walter William Marquardt, who was appointed Second Assistant Director of Education July 23, 1914.

Mr. Magee returned to the United States November 23, 1914, where he will have charge of the Bureau of Education exhibit at the Panama-Pacific International Exposition.

### HISTORICAL: EDUCATIONAL PROGRESS SINCE THE AMERICAN OCCUPATION.

Until the middle of the last century there was no general system of education in the Philippines. In 1863 a system of public primary schools was planned. The original decree establishing this school system directed that a normal school be organized in the city of Manila and that at least one school for boys and one for girls be established in each municipality of the Islands. Under this decree and subsequent legislation the number of public primary schools reached 2,167 in 1897. Between 1863 and 1893 the normal school enrolled 2,001 students. Shortly after this latter date, however, the revolt against the Spanish authority became general throughout the Islands, and education received little attention until after the American occupation.

Manila was occupied by the American forces August 13, 1898. Even before that a school had been opened on the Island of Corregidor, which had fallen into the hands of the Americans in May of the same year. Less than three weeks after the occupation of Manila seven schools were reopened and a teacher of English was installed in each under the supervision of Father W. D. McKinnon, chaplain of the First California Regiment. On June 1, 1899, Lieut. George P. Anderson was detailed as city superintendent of schools for Manila and during the following year an average of 4,500 pupils were enrolled in the public primary schools. During this year Capt. Albert Todd was detailed as superintendent of schools for the Philippine Islands. On May 5, 1900, Captain Todd turned over his work to Mr.

Fred A. Atkinson, who had been chosen by the Commission as General Superintendent of Public Instruction. The Army, however, did not withdraw from school work at this time. Chaplains and other officers continued to act as local superintendents of schools, and enlisted men were almost the only teachers of English outside of Manila for yet another year.

Doctor Atkinson devoted the first year largely to studying the educational situation in the Philippines, formulating plans, and securing teachers and superintendents from the United States. On January 21, 1901, the Commission passed Act No. 74, the basis of present school law. Even before this, teachers selected from America began to arrive, some reaching Manila in the fall of 1900. By the end of 1901 there were in the Philippines 765 American teachers, almost without exception new to educational work under anything like Philippine conditions.

Under the provisions of Act No. 74 a Department of Public Instruction was established, the head of which was called the General Superintendent of Public Instruction; all schools already established by the military government were declared to belong to the Department of Public Instruction; the General Superintendent was authorized to divide the Archipelago into 10 school divisions, to appoint 10 division superintendents, and to obtain from the United States 1,000 trained teachers at monthly salaries of from ₱150 to ₱250; the teaching of religion was forbidden, except under conditions specified in section 16 of said Act; a special appropriation was made for the organization and maintenance of both a normal school and a trade school in Manila.

Under the provisions of Act No. 180 passed by the Commission on July 24, 1901, and before the first law was fairly in force, the number of school divisions was increased to 18, and the following year this number was doubled, making the school divisions correspond as nearly as practicable to the provinces.

Act No. 477, passed October 8, 1902, made a number of changes in the legislation affecting the school system. It repealed Acts Nos. 180, 232, and 373. It amended Act No. 74 by striking out the words "Department of Public Instruction" wherever they appeared and inserting in their place the words "Bureau of Education." It provided that the chief officer of the Bureau should be denominated General Superintendent of Education; that the Bureau of Education should be under the executive control of the Department of Public Instruction; that the Islands should be divided into 36 school divisions; and that the provinces should provide for the division superintendent of schools the necessary room or rooms for his office and for storing and distributing supplies.

The first few years after the arrival of a large teaching force were attended with many discouraging features. A large proportion of the teachers were without experience. Many of them became disappointed, and many Filipinos were dissatisfied with the progress made. In 1902 a widespread cholera epidemic carried away tens of thousands of people, and during this period school work was suspended in many places and was disorganized generally.

On January 1, 1903, Dr. Elmer B. Bryan succeeded Doctor Atkinson as General Superintendent. He did much to bring order out of existing conditions, but on account of illness he resigned and returned to the United States after six months. In August, 1903, Doctor Bryan was succeeded by Dr. David P. Barrows.

Doctor Barrows developed the plan of work according to changing conditions, making the American teacher in the primary schools a supervisor as the Filipino teacher became better qualified for classroom work. He revised the courses of study, making a sharp distinction between the aims of the primary and intermediate courses, to the latter of which he gave a decided vocational trend. There was also established a system of uniform examinations as a basis for all promotions above the third grade. During his administration the schools enjoyed an ever-increasing prosperity, enrollment rising from 227,600 during his first year to 451,938 during his last. During this period the title, Director of Education, was substituted for General Superintendent of Education. Upon his resignation, November, 1909, Doctor Barrows was succeeded by Mr. Frank R. White.

During Mr. White's administration industrial instruction was thoroughly organized and largely standardized, the business methods of the Bureau thoroughly overhauled and perfected, the teaching force brought up to a higher grade of efficiency, and a program of permanent construction of school buildings entered upon and carried out with great success. The schools increased in attendance up to and including the school year 1910-11. The next year funds were not available to carry on successfully the far-reaching activity of the Bureau of Education and it became necessary to close a considerable number of schools. This caused a noticeable reduction in the attendance, but in June, 1913, arrangements were made to open 1,000 new schools. This increased the attendance beyond that of any previous year in the history of the Bureau of Education. Mr. White did not live to see this extension of the influence of the Bureau. He died in Manila, August 17, 1913. Shortly after Mr. White's death he was succeeded by the present Director of Education.

Among the more significant acts passed by the Commission between the year 1902 and the inauguration of the Philippine Assembly may be mentioned Nos. 352, 373, 672, 1137, 1407, and 1698. These Acts organized the Bureau of Education as a part of the Department of Public Instruction, creating the offices of the Director of Education and his assistants, designating their titles, and defining the duties and powers of the various individuals and bodies which carry on the work of the Bureau. These laws also provided that public primary school privileges should be free, and laid down certain service regulations affecting the employees of the Bureau.

Since the opening of the Assembly in 1907 the two houses have worked together to provide for the school work in the Christian provinces, but the Commission alone continued to legislate for the schools of the non-Christian provinces until 1914. Since 1907 numerous laws relative to educational affairs have been passed by both houses. One of the most important of these laws was the first Act passed by the Legislature, Act No. 1801, appropriating the sum of ₱1,000,000 for the construction, under certain conditions, of school buildings throughout the Islands. This appropriation was repeated in a similar Act passed early in 1911. Laws have been passed providing for the appointment of student and teacher pensionados, and for other matters of interest to the public schools, but there has been very little change in the organization and procedure of the Bureau. There has been no school legislation of any great importance during the fiscal year 1914.

Mention has already been made of the difficulties which teachers encountered in the early history of the Bureau of Education. It must be remembered that practically none of the teachers understood any Spanish, which was the language of the educated Filipinos, and that none of them, except a few who had been soldiers, knew anything at all of the native dialects. It was considered by many a foolhardy undertaking to attempt to teach English before one had a knowledge of the languages spoken by the people. Having no supplies or equipment to speak of for the first few months, teachers were necessarily driven to the most natural methods of instruction, and their success under adverse conditions rather exceeded expectations. Schoolhouses had, in many cases, been destroyed. Others had been used for barracks, prisons, and hospitals, and the scanty equipment had been, for the most part, destroyed or lost. Something had been done by the Army to repair these buildings, but, in general, the situation was a discouraging one. Besides, at first there was no general enthusiasm on the part of the people for education.

Many came to school out of curiosity; others were brought to school by the municipal police or by some form of moral suasion which had the effect of compulsion.

The attendance was extremely irregular and the amount of tardiness was appalling. The attendance in a school of perhaps 100 would gradually decrease until the teacher became alarmed, when an appeal would be made to the municipal officials. The attendance would suddenly be brought back to its old standard, but of the new 100, perhaps not more than 15 or 20 had been in school before. Naturally the instruction under such circumstances was far from effective. The teachers, however, gradually won the confidence and friendship of the people, and the people and officials began to note the progress made by those children who attended school with regularity. In 1904 extraordinary efforts were made to increase the attendance and it passed 400,000 for that year.

It may appear at first sight that the enrollment of 400,000 in 1904 compares favorably with an enrollment of 600,000 for the present. There are no accurate figures to indicate the percentage of attendance in 1904, but it is known that the attendance was extremely irregular. By the opening of the school year 1908-9 the schools throughout the islands were beginning to receive the sincere businesslike support of the whole people. Since that time the popularity of the public schools has constantly increased until to-day any suggestion that the work of the public schools should be seriously curtailed in any way would meet with a storm of universal disapproval. The people show their enthusiasm for education by freely voting taxes for educational purposes, by contributing from their personal funds for the support of schools, and by furnishing labor and materials whenever it is necessary to do so. The temporary buildings used in the barrios for primary schools are for the most part constructed free of charge by the people; and in many cases houses are loaned free of rent for school purposes. The people are disposed to make every sacrifice in the interest of the schools, and in all parts of the Archipelago there are schools which are maintained, either entirely or in part, by the voluntary contributions of citizens.

The public schools have contributed greatly to the intellectual awakening which has taken place and is taking place throughout the Philippines. This intellectual awakening is of a magnitude which scarcely finds a parallel in history. A great public school system has been established with an enrollment of more than 600,000. A teaching force has been developed consisting of more than 9,000 teachers, 5,104 of whom have completed one of

the intermediate courses and 341 of whom are graduates of a secondary course. Practically all of these teachers have received their education since the establishment of the Bureau of Education.

#### AIMS AND PURPOSES OF THE BUREAU OF EDUCATION.

In determining aims to be achieved through the activities of the Bureau of Education, definite recognition has been given to the principle that public schools exist for the purpose of giving to each and every citizen an education which will fit him for the freest, happiest, and most efficient life possible in the sphere to which his activities will probably be confined.

Briefly stated, the problem which the Government must face is: First, to give the great mass of the population a primary education; second, to give an intermediate education to those who will constitute the substantial middle class of the country; and, third, to provide secondary and higher instruction for those who are to assume leadership in thought and action.

It is the aim to give the great mass of the population elementary instruction in reading and writing; in sufficient arithmetic for the simple business transactions which they will have to carry on; in home and world geography; in the simple rules of sanitation which, if practised, will keep the death rate to the lowest possible figure and improve the general efficiency of the people; in good manners and right conduct to insure rectitude and courtesy in the great mass of the population; in physical training to develop the people to a point where they can bear effectively the increasing burden which civilization lays upon mankind; in notions of the rights and duties of citizens; and in a certain amount of industrial work to promote industry and teach respect for labor.

In outlining the intermediate courses, consideration has been given to the fact that the majority of pupils in the intermediate grades will not enter secondary schools, and that the instruction offered should definitely fit them for the careers which they are to follow. For this reason specialization is begun in the first year of the intermediate course. In addition to the general course, which is largely academic in nature, though it provides a considerable amount of instruction in gardening, domestic science, and the minor industries, five special courses are offered; viz, the course in farming, the course in teaching, the course in housekeeping and household arts, the course for business, and the trade course. Sufficient academic instruction is given in all of these courses to permit graduates from the intermediate schools to pursue secondary studies successfully. If the pupil

passes later into the secondary grades or into the university, this special vocational instruction will still be of great value to him and to the country at large, and will tend to produce a class of educated men and women characterized by a more intelligent understanding of their own people.

One of the present purposes of the Bureau is the introduction of these specialized courses into a larger number of the intermediate schools. Various obstacles, but chiefly financial hindrances, have up to this time prevented the establishment of anything like an adequate number of schools where instruction in farming is given. Agricultural or farm schools are urgently needed. In every province at least one such school should be found, and in the larger provinces two or three. Equipment should be purchased and capable teachers employed to put not less than one special course in every one of the nearly 300 intermediate schools now in existence. Furthermore, the establishment of additional intermediate schools that offer this special training is earnestly desired by the people and by this Bureau.

The secondary courses have also been adjusted to the practical needs of the students. High-school graduates acquire a rather comprehensive knowledge of the resources and needs of the Philippines and are fitted by education to assume leadership in a broad way.

It is the aim of the Bureau of Education to bring 800,000 pupils into the public schools at the earliest possible date. Applying the percentage generally used in the United States to the population of the Philippines, the total number of children of school age may be estimated at 1,200,000. It is very doubtful, however, whether United States figures apply in this case. It is certain that a considerable percentage of boys and girls will not, under present conditions, pursue their studies beyond the age of 10 or 11. The total annual enrollment for the school year 1913-14 was 621,000; for the present school year it will approximate 630,000. At first thought it would appear that fully half of the children of the Philippines are being totally neglected. This, however, is not the case. If we assume that each year the attendance will be about 600,000, we can also assume that a large number of children will have dropped out of school while an equal number will have entered. Some complete the first grade, others the second, others the third, and so on. There is, therefore, a constant tendency for the number reached by the public schools to approach, in a period of years, the total number of school age in the regions where schools have been established.

As facilities become available, however, it is believed that 200,000 more children will enter school without the use of com-

pulsion and without placing schools in villages where the attendance would fall much under 40. After approximately 800,000 were in school the problem would change somewhat, for it would be necessary to extend the school system to include barrios where the number of pupils would be extremely small, and to make some provision for those children who belong to families more or less isolated. Difficulties in transportation make it impossible to establish central barrio schools which could be attended by children belonging to isolated families or to distant small barrios. The problem of taking care of these children will be a very difficult one, but one to which attention need not be given at this time on account of the impossibility of properly caring for those who could be handled at a low per capita cost. When the schools can accommodate an attendance of 800,000, the solution of the problem of educating the more scattered population may be undertaken.

Consideration has been given to the advancement of the salaries of municipal teachers, and, in spite of inadequate municipal school revenues, progress has been made. As fast as conditions permit, provision will be made for further increases in the salaries of municipal teachers, who, as a class, are greatly underpaid. At present the aim is to increase the average salary to ₱30 and to fix the minimum salary at ₱20. This schedule will meet the situation for the next year or so, at the end of which time it will be necessary to make further salary adjustments.

#### FINANCIAL SUPPORT OF PUBLIC SCHOOL WORK.

For the year 1914, funds were provided from the following sources for the support of educational work under the control of the Bureau of Education:

##### INSULAR.

The current appropriation of the Bureau of Education made available for educational work in all provinces, including the non-Christian provinces—Mountain, Nueva Vizcaya, Agusan, and Bukidnon—the sum of ₱4,078,033.50. Formerly separate appropriations provided for these non-Christian provinces.

This sum was augmented by the following supplementary appropriations: Act No. 2388, for the establishment of the Philippine Nautical School, in the sum of ₱15,000; Act No. 2398, for non-Christian pensionados to Insular schools, in the amount of ₱2,750.

By Act No. 2406, passed by the Philippine Commission July 14, 1914, ₱21,000 additional was appropriated for the extension of educational work in the Mountain Province. This sum was



transferred to the provincial treasurer as Insular aid for disbursement subject to the direction of the Director of Education. This amount was later reduced by ₱1,800 to provide for an irrigation project, leaving available a balance of ₱19,200.

To the current appropriation should also be added balances from the following Acts brought forward from the previous fiscal year: Act No. 1984, teacher pensionados, ₱26,324.02; Act No. 2288, for support of 1,000 primary schools, for property and inspection, ₱23,036.83; making a total available for current expenses of the Bureau of Education of ₱4,145,144.35 and for the Mountain Province ₱19,200, making a total for expenditure for education under the direction of the Director of Education of ₱4,164,344.35.

This amount included provision for various special activities of the Bureau which were formerly provided for by special appropriations, including student and teacher pensionadoships, the support of the School of Household Industries, and the support of schools in non-Christian provinces.

The appropriation also provided Insular aid for the support of the 1,000 new primary schools authorized by Act No. 2288, for the barrio schools originally authorized under the Boyles Act No. 1866, for the support of schools on friar land estates, and for special schools in Palawan and Mindoro, for the period July 1, 1914, to December 31, 1914, only. As the appropriation for the fiscal year July 1 to December 31, 1913, provided Insular aid for a full-year period, July 1, 1913, to June 30, 1914, and this money was transferred to the provincial treasurers prior to December 31, 1913, the additional amount actually required to maintain the schools for the last six months of the year was less by ₱151,356 than the amount required for one full year.

The following appropriation bills for permanent improvements were also passed by the Legislature:

Act No. 2378, for aid to municipal governments in the construction of central and intermediate school buildings, to be allotted by the Secretary of Public Instruction, in the sum of ₱135,000; for buildings at the Central Luzon Agricultural School, Nueva Ecija, in the sum of ₱15,000; total, ₱150,000.

Two previous Acts had each provided ₱100,000 for this purpose and in 1913 ₱150,000 was appropriated.

In addition to this amount the sum of ₱250,000 was made available by Act No. 2029 for aid to municipalities in the construction of permanent barrio school houses. This was the third annual appropriation in accordance with the provisions of this Act.

Balances were also brought forward from previous fiscal years under the following building appropriations:

Act No. 1688, construction of schoolhouses.....	₱162.49
Act No. 1959, section 4, fencing Princessa estate.....	69.93
Act No. 1989, section 4, public works, Bureau of Education....	1,123.22
Act No. 1994, Baguio Teachers Camp.....	5,000.00
Act No. 2029, barrio schoolhouses, balance January 1.....	33,997.13
Act No. 2059, Normal Hall, Manila.....	182,558.32
Acts Nos. 2059 and 2264, Buildings, School of Arts and Trades, Manila .....	215,000.00
Act No. 2070, Girls' Industrial School, Baguio.....	13,655.89
Act No. 2070, school building, Bukidnon.....	3,500.00
Acts Nos. 2194 and 2283, school buildings, non-Christian tribes..	25,450.00
Act No. 2264, school buildings, to be allotted subject to the approval of the Secretary of Public Instruction.....	50,000.00
Total of funds available for permanent improvements....	930,516.98

During the year Normal Hall, the girls' dormitory of the Philippine Normal School, was completed and the entire appropriation was expended. The Girls' Industrial School at Bua was completed. A suspension was placed during the month of August on all building projects not under active construction. No further allotments of aid to provinces or municipalities were permitted. This action was made necessary by reason of the anticipated reduction in revenues due to the European war.

#### PROVINCIAL.

The provinces are authorized by law to support provincial secondary schools, agricultural, commercial, and normal schools. Sums are voted annually by provincial boards from their general funds for expenses in connection with these schools, and, from time to time, special appropriations are made for the construction of necessary buildings. The provinces furnish practically no teachers, and provincial expenditures for school purposes are limited by present regulations, although not by law, to the payment of rent, wages of janitors, the construction and repair of buildings, the purchase of furniture, machinery, and other equipment, and the improvement of school grounds. During the year 1914 approximately ₱246,377.17 of provincial funds were expended for educational purposes.

#### MUNICIPAL.

Municipal revenues are derived from the following sources:

1. Municipal councils must levy for school purposes at least one-fourth of 1 per cent on the assessed value of real estate in the municipality. It has been suggested that legislation be en-

acted which will permit municipalities in their discretion to increase the land tax for school purposes.

2. Ten per cent of internal-revenue collections is divided among various municipalities of the Islands for school purposes.

3. Municipal councils may transfer sums from the general funds to school funds.

The total municipal school income from these sources during the year 1914 amounted to approximately ₱2,234,142.66. During the same period expenditures from these funds totaled ₱2,440,337.55 (both figures exclusive of Insular aid).

Voluntary contributions for school purposes are frequently made. These contributions take the form of money for special school purposes, for the payment of salaries and for construction of school buildings; of materials of various sorts for the construction of school buildings and of land for school sites.

Pupils' funds have also played an important part in financing the minor activities of the public schools such as athletics, school libraries, literary societies, debating clubs, domestic-science classes, school lunches, industrial work, and entertainments. These funds are built up by receipts from entertainments, profits on industrial articles (after paying for materials and school labor), contributions, and clubs.

#### ORGANIZATION OF THE BUREAU OF EDUCATION.

The following chart (see page 20) indicates graphically the present organization of the Bureau of Education.

The General Office of the Bureau of Education, as organized at the present time, consists of the offices of the Director, the Assistant Director, the Second Assistant Director, and the offices of the chief clerk and the seven division chiefs.

To each director there are assigned certain lines of work. The Director has under his immediate charge the following: Assignment of teachers, buildings, appropriations, questions of policy, and administration. The Assistant Director has charge of industrial instruction, property, museums and normal institutes; the Second Assistant Director, of publications, statistics, textbooks, industrial information, and examinations. In addition to the duties enumerated, both Assistant Directors attend to such special duties as the Director may assign to them.

The field organization of the Bureau of Education consists of 37 divisions, including the Philippine Normal School, the Philippine School of Arts and Trades, and the School of Household Industries which are considered as distinct divisions. The 34 provincial divisions are divided into districts, the smallest number in any province being 2, the largest number 15, in charge



of supervising teachers who are under the immediate direction of the division superintendent of schools. Of the 240 supervising teachers, 138 are Americans and 102 Filipinos. In addition to these supervising teachers, 33 divisions are supplied with division industrial supervisors and there are attached to the General Office 20 industrial instructors and inspectors, who give attention to provincial needs. The total number of industrial supervisors is 113, of whom 54 are Americans and 59 Filipinos. Seven divisions have academic supervisors.

Under the control of division superintendents there are 35 provincial high schools, of which 8 give one year of high school work; 8 give two years; 6 three years; and 13 the full high school course. There are 18 provincial trade schools, not including the Philippine School of Arts and Trades, the principals of which are responsible directly to the division superintendents of schools. The remaining provinces are equipped with manual training departments attached to the provincial high school. There are in the various provinces, including the trade schools and the intermediate departments of provincial high schools, 277 intermediate schools. Of this number 120 are directly responsible to the local division superintendents, while the remainder are under the control of the supervising teacher. As a general rule, the important intermediate schools are independent of the control of the supervising teacher.

The supervising teacher is not only a supervisor, and, as such, responsible for the business control of the schools of his district, but he is also a teacher and the greater part of his work consists of teaching. The nature of this teaching changes, of course, from year to year. At first it was necessary to give his subordinate teachers elementary academic instruction. Now that the attainments of their teachers have been greatly improved, they can give more and more attention to the problem of methods of instruction and school management. Although the attainments of Filipino teachers have greatly improved, few, if any, enter the school service with a thorough knowledge of school organization and methods of teaching. The supervising teacher must continue to direct their work and to act as a critic teacher. He is expected to keep in close touch with the classroom work and to know whether the progress of the classes is satisfactory. He must give the teachers careful direction in industrial work, in making out reports, and in solving school problems. In addition to these duties the supervising teacher makes out and approves pay rolls and expense accounts, secures suitable school sites, obtains temporary school buildings, and often has under his supervision the construction of school buildings both permanent and

temporary. In the community he represents the Bureau of Education and questions constantly come to him for discussion and decision.

Responsibility for the conduct of school work in the Islands rests entirely upon the Director of Education. The division superintendent is responsible to the Director of Education for the school work in his division, and he employs and dismisses municipal teachers at his discretion under such limitations as are prescribed by the Director of Education. The supervising teachers, principals of the high and trade schools, and those principals of intermediate schools who are not directly under the charge of supervising teachers are responsible to the division superintendent for the work intrusted to them.

This organization of the Bureau of Education is the result of a gradual growth extending over a period of nearly thirteen years. At first the number of division superintendents was 10. Although they were assisted by deputy division superintendents, it was found that the number was entirely too small to handle effectively the school work of the country. The number was later increased to 18 and finally to 36. In the beginning, the Director of Education was in sole charge of the Bureau; early in 1903 an assistant to the Director of Education was appointed and finally, in 1905, the offices of Assistant Director of Education and Second Assistant Director of Education were created. With the exception of some of the smaller provinces which have been successfully combined with larger ones into single school divisions, it is believed that the most effective plan is to have a single province constitute a school division.

The organization of the Bureau of Education provides that unity which is so much desired by educators who have given careful study to school administration. From time to time the Director calls upon the men in the field for advice, and when he is satisfied that changes should be made he has at his command an organization that readily responds to his directions.

#### THE AMERICAN TEACHER.

When the Bureau of Education was first organized American teachers were employed as teachers of English with the idea that they would be classroom teachers of English in schools directed by Filipinos. It was soon discovered that there was not a sufficient number of Filipino teachers to undertake the organization of a great public school system, and, in the course of a few months, American teachers began to take over the full control of the schools of their districts. At first they acted as classroom and supervising teachers of the primary grades. As

soon as conditions permitted, primary instruction was turned over to the Filipino teacher and the American teacher became an intermediate, high school, or supervising teacher. Gradually a force of Filipino teachers able to handle higher instruction has been developed and they have rapidly replaced the American intermediate teachers until now they constitute two-thirds of the intermediate teaching force. The American corps of teachers has been gradually reduced, and is being pushed up into the higher lines of instruction and supervision.

It will be a number of years before there is an adequate number of Filipinos prepared to handle secondary instruction without the aid of American teachers. Even if the Bureau of Education could avail itself of the services of all the graduates of the University of the Philippines, it would be a long time before there would be enough of these graduates in the service to supply the secondary schools. The American teaching force is now about 80 less than during the school year 1913-14. It is believed that the force should be maintained practically as it stands for some time to come.

The American teaching corps ranks very high, not only in education, but also in efficiency. Of the teachers secured during the past three years 80 per cent were either normal or college graduates. Of the remainder many lack only a little of completing either the normal or college course, and in addition many have had valuable teaching experience. The Bureau of Education has been able to secure high-grade teachers at a comparatively low entrance salary by holding out the hope of advancement in the service. It is believed that a much better class of men is willing to enter this service at a salary of ₱2,400 with the hope of advancement than can be secured for much higher salaries for a limited period without opportunity for promotion. If it should be thought advisable in the future to put the American teachers on the strictly contract basis, it will probably be necessary to greatly increase the salaries paid. It should be remembered that foreign teachers in Japan, including Koreans and Chinese, receive nearly ₱300 more on the average than American teachers in the Philippines.

#### THE FILIPINO TEACHER.

As fast as the American teachers opened schools they set to work to organize classes of "aspirantes" who were ambitious to become teachers. When these students had acquired a little English, they were sent out to take charge of barrio schools, and the American teacher became a supervisor. Many of these teachers had rendered service under the Spanish Government,

while others were young men and women who were anxious to take advantage of every opportunity to improve their education. The salaries paid these teachers were extremely small; but they had the advantages offered by daily instruction in teachers' classes.

One of the first steps taken by the Bureau of Education was to establish the Philippine Normal School in Manila. Many courses were introduced into the school curriculum which were not strictly normal courses, and, as a result, for several years it did little toward the development of a Filipino teaching corps. About the middle of 1902 five tributary normal schools were established in as many provincial capitals—Nueva Caceres, Cebu, Iloilo, Vigan, and Cagayan (Misamis). Each of these schools was under a vice-principal who was responsible directly to the superintendent of the Philippine Normal School. In a short time the status of these schools was changed and they became provincial high schools. Since these schools had confined their work almost entirely to regular academic instruction, this step did not necessitate the changing of the courses of study to any great extent. These normal schools, together with the various provincial high schools, furnished a considerable number of teachers. At the same time supervising teachers continued to train teachers as they did in the beginning. Later, intermediate schools were established in the important centers and these, too, added to the number of young men and young women who were capable of giving instruction in the primary schools with some degree of satisfaction. A number of teachers were also turned out by the Philippine School of Arts and Trades. It was very common for American teachers to take into their houses bright young boys, who thus had exceptional opportunities for learning English. Many teachers come from this class.

It was apparent that even with these agencies the development of a satisfactory teaching force would be entirely too slow, so in 1908 a pensionado system was established. As this system exists at present, 100 student pensionados are maintained, all of whom have completed at least the second year of the high school. They are given their traveling expenses to and from Manila and a sum sufficient to maintain them at school, with the understanding that they will return to their respective provinces and serve a period equal to that during which they were supported at Government expense. There are maintained also 130 teacher pensionados who have had at least two years' teaching experience before appointment. They are allowed a larger sum for their maintenance while in school, and sign a contract similar to that entered into by the student pensionados. In addition to these scholar-



ships, municipalities have been authorized by law to appoint pensionados to attend high schools, with the understanding that they are to return and render service as teachers in their respective municipalities. The pensionado system has worked out excellently, but it is believed that the time has now arrived when the appointment of student pensionados may be discontinued. Both teacher and student pensionados attend the Philippine Normal School and the Philippine School of Arts and Trades, while teacher pensionados may also attend the College of Agriculture of the University of the Philippines. A few teacher pensionados have, by special arrangement, been permitted to take special instruction in silk culture at the Bureau of Science, while remaining under the administrative control of the Philippine Normal School.

In 1901 a large number of students were sent at Government expense to the United States. Altogether 218 have received instruction in the United States, nearly all of whom have returned and some of whom have entered the service of the Bureau of Education. In addition to these, a number of students who have gone to the United States at personal expense have returned to become teachers.

The University of the Philippines has also assisted in the development of the teaching force, and it is expected that in the future the Bureau of Education will employ an increasing number of its graduates. Arrangements have already been made for a school of education in the University, and it will have the hearty support of this Bureau.

Two important agencies for the improvement of teachers in service, the vacation assembly at the Philippine Normal School and the division normal institutes, were early established. These are held annually for four or five weeks and at present confine their instruction almost exclusively to methods of teaching, English, industrial work, and physical training.<sup>1</sup>

In 1902 the first examination to secure an eligible list for the appointment of Insular teachers was given under the direction of the Bureau of Education. The number of successful candidates was very small. There are probably 50,000 pupils now attending school who could pass this examination with credit.

The agencies which have contributed to the number of Filipinos eligible to the teaching corps may be summarized as follows:

1. Teachers' classes.
2. Living in the homes of American teachers.
3. Provincial high and normal schools.

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<sup>1</sup> See Vacation Assembly at Manila, page 29, and Division Normal Institutes, page 31, for more extensive treatment.

4. Intermediate schools.
5. Scholarships in the United States and in Insular schools.
6. Normal Institutes and teachers vacation assemblies.
7. The University of the Philippines.
8. The Philippine Normal School and the Philippine School of Arts and Trades.
9. Residence and study in the United States at personal expense.

It has been the policy of the Bureau of Education to lay an increasing amount of responsibility upon the Filipino teacher. As a result, where seven years ago there were 70 Filipino and 390 American supervising teachers, there are to-day 102 Filipino and 138 American supervising teachers. Moreover, there are a number of Filipinos assigned to work which is equal in importance and responsibility to that of the supervising teacher. For example, there are now 9 Filipino provincial industrial supervisors and 194 intermediate schools with Filipino principals. In 1908-9 there were 254 Filipino and 366 American teachers engaged in intermediate instruction. At the present time there are 841 Filipinos and 105 Americans. Primary instruction, except in a very few classes where special work is being carried on, is entirely in the hands of Filipinos.

The salaries of Insular Filipino teachers have been increased gradually until the average at the present time is ₱600 per annum. This includes teachers in the non-Christian provinces, many of whom receive small salaries and whose status corresponds to that of municipal teachers in the Christian provinces. Leaving these out of consideration, the average annual salary of Insular teachers is ₱650. At present the condition of the municipal revenues does not permit of appropriate recognition of the merits of many hundreds of municipal teachers who should receive more adequate compensation. The average salary of the 7,578 municipal teachers in March, 1914, was ₱21.34 per month. If the minimum salary could be raised to ₱20 and the best-qualified teachers given increase of salary so that the general average of salaries throughout the municipal teaching force might be at least ₱30, the situation would be met satisfactorily for the present. This, however, would involve an increased expenditure of more than ₱700,000, which is out of the question in view of the present condition of governmental revenues.

The question of equal salary for American and Filipino teachers has always been a difficult one. The employment of American teachers at higher salaries is largely accounted for by the following considerations: (1) With a few exceptions, their academic

and professional attainments are much higher; (2) they render service at a great distance from their homes; (3) they are employed on the basis of the much higher scale of salaries in the United States; (4) their living expenses in the Philippines are much greater; (5) they are compelled to make expensive journeys to the United States frequently, in order to retain their health and efficiency; (6) the revenues of the country are not sufficient to permit of the payment of similar salaries to a larger number of teachers.

The need of trained teachers of high attainments who have had valuable experience in teaching and organizing schools makes the employment of American teachers necessary, but they are also needed (1) to give the people a common language to serve as a medium of the highest culture and as a factor in national unity and (2) to bring the Filipino youth into contact with democratic ideals embodied in personalities, for no agency is so potent in the establishment of a democratic social order as personal relationship with those who, in thought and action, reflect democratic principles.

Justice requires that Filipino teachers be given every opportunity to assume new responsibilities and to do the highest class of work for which they are prepared. Filipino teachers are not being prepared rapidly enough to supply the places of all Americans who resign. The Government should provide enough funds to pay Filipino teachers as much as they would secure if engaged in other occupations requiring similar qualifications and the same energy and ability. In the Insular teaching force we have been gradually approaching this very desirable situation, but it has not been possible in the municipal teaching force. The salaries paid Filipino teachers are much greater than those paid native teachers in Japan. The average salary of native teachers in Japan is ₱18.07 as compared with ₱25.50 in the Philippines. Of the 123,000 teachers in the elementary and higher elementary schools of Japan in 1911-12, none received a salary of ₱100 or more and only 16 received between ₱70 and ₱99. For December, 1914, there were in the Philippines 50 who received ₱100 or more and 154 who received between ₱70 and ₱99.

During the school years 1912-13 and 1913-14 about 100 intermediate graduates from the northern provinces were sent to the Province of Cebu. The result of this experiment has been very satisfactory, indeed. During the month of December, 1914, 12 teachers from the Province of Ilocos Sur were sent to Surigao. Not only can the average attainments of the teaching force be

raised in this way, but the exchange of teachers from one section to another will also prove to be a very effective way of promoting a spirit of nationalism.

The progress of the Filipino teacher in raising his academic attainments, in acquiring experience necessary for teaching industrial work, and in fitting himself for the teaching of physical training has been very satisfactory. Demands for efficiency in a larger number of lines are made upon the average Filipino teacher than upon the average teacher of any other country. While the progress that has been made thus far is very satisfactory, continued effort must be put forward for a number of years, particularly upon advancing the academic attainments of the Filipino teacher.

The teaching force, both American and Filipino, is to be commended for its energy, loyalty, and devotion to duty. A great majority of teachers not only have shown these qualities in their work of teaching and supervising, but also by tact and sympathy have earned for themselves places in their communities that make their influence for good felt in every direction. Nowhere is there offered the teacher the opportunity of rendering service of greater significance than in the public schools of the Philippines, and nowhere are teachers making a better use of their opportunity.

#### CONVENTIONS, ASSEMBLIES, AND INSTITUTES.

The training of teachers for the Philippine public schools may be roughly classified under two heads, regular and special. Under such a classification, the training given in the Philippine Normal School, in the course for teaching in the intermediate schools, in the Philippine School of Arts and Trades, and in other schools which are maintained throughout the whole school year would be termed regular. Under the head of special would come the training given in vacation assemblies, in division normal institutes, and in the teachers' classes held by supervising teachers.

In much the same manner the Bureau's system of gathering information, of securing advice from all parts of the field, of issuing instructions, and of promulgating various policies, adopted many times on the basis of the advice and information received, may be roughly segregated into two methods; the first employs the result of correspondence, reports, and inspections emanating directly from the General Office, and the second utilizes the ideas received and given in meetings of teachers and officials at the teachers' classes, division normal institutes, vacation assemblies, and conventions of division superintendents.

### DIVISION SUPERINTENDENTS' CONVENTIONS.

The Thirteenth Annual Convention of Division Superintendents will be held in 1915 in Baguio, May 17 to 21, inclusive. The previous conventions have been held in Manila with the exception of those for 1908 and 1909, which were held at Teachers Camp, Baguio. At these conventions all division superintendents and head teachers are brought together for a period of at least one week. Questions for discussion are submitted previous to the opening of the convention. Committees are appointed by the Director to make a careful study and to report, not only upon general conditions, but usually upon very specific lines of work also. The opportunity for the superintendents to get in touch with one another's problems, and for the directors and superintendents to come to a clear understanding upon various debatable points of policy or procedure is unrivalled. The field learns to appreciate the difficulties which confront the General Office and the directors are able to get into closer sympathy with the many problems which arise daily in the work of the superintendents. Inspiration and concrete ideas are often given to the teaching force by prominent Government officials outside of the Bureau and by noted educators whose services happen to be available.

### VACATION ASSEMBLY AT BAGUIO.

At Baguio the Bureau has maintained a camp for teachers since 1908. Each year, during the long vacation, several hundred American and Filipino teachers avail themselves of the privileges at this camp at their own expense. The camp is provided with a mess hall, a social hall, a dormitory for Filipino women, a dormitory for Filipino men, six cottages, one classroom building, and several hundred tents. Noted lecturers give courses upon educational and other subjects; conferences are held for supervising teachers, for industrial teachers, and for high-school teachers and principals. In 1915 it is planned to give a special course for Filipino supervising teachers. The invigorating atmosphere, the mingling with others engaged in the same occupation but under different conditions, the opportunities for exercise, the complete change of environment, and the advantages of study along special lines, all unite in making the maintenance of Teachers Camp of inestimable value to the members of the Bureau of Education.

### VACATION ASSEMBLY AT MANILA.

Assemblies for Filipino teachers have been held regularly at Manila in the Philippine Normal School and the Philippine School

of Arts and Trades for the past nine years. These assemblies proved so popular that in 1912 over 1,700 teachers were enrolled in the five weeks' summer courses of these two institutions. In fact, the number became so unwieldy that in 1914 a change of program was effected. The number of matriculations was limited and the courses were more definitely and clearly outlined. Selected teachers from the provinces took these courses and taught them in turn to their fellow provincial teachers at the division normal institutes, which were opened in each province shortly after the close of the vacation assembly in Manila. The effect of this arrangement was so satisfactory that a similar arrangement will be made during the coming long vacation, 1915. Approved designs for lace making, embroidery, basketry, and other industrial subjects were taught at the vacation assembly, transferred to the division normal institutes, and from these taken to every school in the Islands. Through this method the industrial work in the schools has made rapid strides toward standardization.

In 1915, in addition to the industrial work, special stress will be placed upon music, drawing, penmanship, and methods of teaching. The following classification of some of the courses will give an idea as to the range and variety of subjects taught: Under academic and professional courses are found colloquial and playground English, shop English, manners and right conduct, music, phonics, methods of teaching, general inspection, penmanship, and municipal industrial accounting; under household industries for women are listed elementary embroidery, advanced embroidery, embroidery on Philippine textiles, elementary bobbin lace, advanced bobbin lace, elementary crochet, advanced crochet, and macramé; under household arts appear cooking, elementary plain sewing, and advanced plain sewing; under loom weaving are classified hand-loom weaving, foot-loom weaving, cloth weaving, matting, and special course in design; and under gardening, agriculture, and playground improvement are found primary gardening, intermediate gardening, advanced gardening, academic and field work for farm schools, shop work for farm schools, and school-ground improvement.

Not the least valuable feature of the vacation assembly has been the benefit derived by the Filipino teachers through visiting the metropolis of the Philippines. Trips of inspection are made to the principal points of interest in Manila including the factories, Bureau of Printing, ice plants, museums, hospitals, Bilibid, and other places of importance. The broadening of the teachers' horizon caused by these visits and by meeting enthusiastic teachers possessing different native dialects, but all able to con-

verse in English as a common tongue, has a tendency to do more toward the creating of a national spirit than almost any other single factor.

#### DIVISION NORMAL INSTITUTES.

Two weeks before the opening of school in June, 1914, in 32 provinces Filipino teachers were convened for division normal institutes. Instruction similar to that given in the Vacation Assembly at Manila was offered by the best American and Filipino teachers available. In fact, each division normal institute was a vacation assembly on a smaller scale, each being fitted and adapted to local conditions and difficulties. Division normal institutes lasted for five weeks, thus occupying two weeks of the vacation and three weeks of the regular school year. All the institutes were held at the same time with the exception of that in Batangas, which was held later in the year in order that pupils might be free during the time of harvesting the rice crop.

#### TEACHERS' CLASSES.

In addition to the assemblies and institutes, meetings for teachers of schools, of municipalities, or of supervising districts are held at various intervals as local conditions permit and as necessity arises. In these classes, the supervising teachers help the classroom teachers and principals to solve the various problems of school administration, which are continually arising, assist the new and inexperienced teachers over the rough places, give instruction in the best methods of teaching, and other suggestions as to the best means of arousing enthusiasm, maintaining interest, and securing local aid.

#### RESULTS OF CONVENTIONS, ASSEMBLIES, AND TEACHERS' CLASSES.

As a result of these conventions, assemblies, institutes, and teachers' classes, the work of the Bureau is being advanced steadily and uniformly in all parts of the Islands. Notwithstanding the difficulties of communication, the barriers of mountains and streams, the lack of roads in many places, each unit in the Bureau is able to perform its own particular function with due regard to the work of the Bureau as a whole. New ideas are rapidly promulgated and executed with precision, for each unit feels that it is doing its part and that its peculiar problems are carefully considered and that its suggestions are given weight. Each unit possesses the feeling that it is an integral part of a complex, but sympathetic, organization and it has a feeling of loyalty that could never be imparted by orders emanating from a central authority alone, but which has been fostered and developed through the more personal means offered

by contact with equals and superiors in meetings whose participants range from barrio teachers to division superintendents.

### TEXTBOOKS AND PUBLICATIONS.

#### HOW THE TEXTS HAVE BEEN EVOLVED.

Before the Americans came to the Philippine Islands, whatever primary education the average boy or girl received was designed primarily as a preparation for attendance upon, and participation in, religious services. The books used were few, poorly made, and of the stereotyped question-and-answer variety. Even most books used in the schools of so-called secondary instruction followed this plan, and were mere compendiums that gave a very brief treatment of many subjects. Such texts practically prescribed the memoriter method of instruction and were so meager in content that the military authorities sent early to the United States for books. Actuated by the mistaken idea that all Filipinos knew Spanish, editions of a number of American texts in that language were ordered. When a fuller acquaintance with conditions revealed the fact that only a small fraction of the people spoke Spanish, texts printed in English were introduced. Many of these books, however, were far too advanced, and some were not generally used till eight or ten years after their arrival.

The general unsuitability of American textbooks for the schools of the Philippine Islands was early recognized, but the first need was to organize the school system and train teachers. After steps to meet this need had been inaugurated, the preparation of special texts had to be postponed until the needs of the Filipino community and pupil were more adequately understood. After a few years' experience supervising officers and teachers began to work on books for the Philippine schools, and the coming of more settled conditions made book companies more ready to undertake their publication. One enterprising bookman organized a company with the definite aim of meeting the demands of the Philippine school system.

Teachers were asked to report upon educational, social, and economic conditions, and special teachers were detailed to conduct investigations of these phases of Filipino life. Attention was first given to the question of primary books and many proposed texts were submitted for approval. Of those adopted for trial, some proved unsuitable and were discarded, while others were revised and continued in use. As intermediate schools increased in number, the necessity of special books for pupils above the



primary grades was more keenly felt, and that field became more attractive to authors and publishers. To-day all primary and intermediate texts, except music, and most supplementary books, have been prepared especially for the schools of these Islands. In the high schools especially prepared texts are not so essential, but are used in a few subjects where the need of special texts is greatest, viz., commercial geography, colonial history, and economic conditions. Chapters of Philippine material have been added to the texts in physical geography, biology, and United States history. All but one of the complete secondary texts written for Philippine schools have been published by the Bureau of Education.

During the early years, division superintendents were authorized to prescribe, from a large assortment on hand, the texts to be used in the various schools and grades in their divisions; later, an advisory textbook committee was appointed to consider texts and make recommendation for adoption for a five year period. A second committee of this sort held session in 1913, and chose primary, intermediate, and a few secondary textbooks for the ensuing five years. This committee went over the texts very carefully and required either slight or extensive revision of a large number of those that were to be continued in use. While it is believed that improvement is still possible in the case of many of these books, yet they are, on the whole, satisfactory and will, it is believed, compare favorably with the average text used in American schools. It was several years before books were written for the Philippines that gave anything like adequate weight to the fact that such books were to be used by boys and girls who came to school with no oral knowledge of the English language; and the fact that texts must be designed to help pupils acquire the ability to use English in oral speech needs to find further emphasis in our books.

#### HOW THE PUBLICATIONS OF THE BUREAU OF EDUCATION HASTEN AND PERFECT ADJUSTMENT.

The necessity of meeting Philippine conditions and making changes as soon as a fuller comprehension of these conditions, or an alteration of conditions, takes place has resulted in the publication by the Bureau of Education of circulars, outlines, bulletins, and textbooks designed to secure a more complete adjustment of instruction to needs. It has not always been feasible to wait for a text to be prepared and published. Frequently an outline of a course is sent to the field. Inspection shows where this outline is being employed to the best advantage and what

teachers are filling it out with the most worth-while material. The next step is to ask a teacher, or a committee of teachers, and superintendents, to revise the outline, amplify it, and put it in the form of a bulletin which shall serve as a manual in the hands of the teacher. This has been the history of the course in good manners and right conduct, for which an outline was distributed in 1910, a bulletin in 1913, and a revised bulletin is now being prepared. In like manner an outline of a course in civics, hygiene, and sanitation was published in 1913, and work on a bulletin has now been begun.

In a few instances the third step in the evolution of a text by the Bureau of Education has been reached and a bulletin has been replaced by a regular text. "Housekeeping" (Fuller), is a case in point. These three phases in the evolutionary process do not always appear; for example, "Economic Conditions in the Philippines" (Miller), first took the form of an outline and syllabus and its next form was that of a text. In the meantime, however, teachers and students in the classes studying economics had conducted an extensive survey of social and economic conditions in each province and had forwarded their findings to the office of the Director of Education where the material was put into the shape in which it finally appeared.

In addition to these bulletins and texts some of the publications that are most useful and best illustrate important features of the school system are: "School and Home Gardening," which outlines rather fully a complete course in gardening and the care of school and home yards; the "Athletic Handbook," which treats of all phases of school games and track and field athletics; "School Buildings and Grounds," which discusses the unit system of standard schoolhouse construction with reference to site, legislation, equipment, and care of premises; and "School Buildings," which gives plans, specifications, and bills of materials for standard revised school buildings of from 1 to 20 rooms. As indicating the increasing specialization in the academic work of the several intermediate courses there should be mentioned "Supplementary Problems for Trade Schools and Trade Classes" and "Supplementary Problems for Domestic Science Classes" which appeared in 1913. Similar problems are being prepared for the course in farming.

In the field of industrial instruction, although a few bulletins of general application have been published, the changes are too rapid, and the adaptations too localized, to justify the publication of many texts. The needs of the field are therefore met by issuing technical bulletins and by the distribution of The Philip-

pine Craftsman, which is published monthly throughout the school year. This magazine disseminates information that is helpful in developing and perfecting industrial instruction, outlines courses, and fills a place which could be taken only by the publication of many circulars and bulletins at considerably greater expense. So far as is known, this is the only high-grade magazine published by any school system in the Far East that is devoted exclusively to the development and perfection of industrial instruction. It has been favorably commented upon by educators both in America and Europe.

#### INSULAR SCHOOLS.

##### PHILIPPINE NORMAL SCHOOL.

The establishment of the Philippine Normal School was authorized by Act No. 74 passed by the Philippine Commission on January 21, 1901, and the school was formally opened on April 10, 1901. During the early years of the school it served the purpose of giving elementary and secondary instruction to students who were seeking a general education, to young men and young women who were preparing themselves for certain professions, to students who desired to enter colleges and universities in the United States, and, finally, to those who were preparing for the teaching service. In 1908, the number of students enrolled in the teaching course was only 60. By this time, however, it was felt that more emphasis should be placed upon the training of teachers. In 1909 there were 102 enrolled in the course in teaching.

At the beginning of 1910 it was thought advisable to thoroughly reorganize the school. All courses previously given, with the exception of the teaching course, were eliminated, and the course for teachers was revised throughout. As a result of the reorganization, the training department was extended so as to embrace all of the subjects in the primary and intermediate courses; the industrial department was organized; greater emphasis was placed upon school and home gardening; the domestic-science department was greatly enlarged and extended; and an additional impetus was given to physical training and athletics.

The training department serves as a laboratory for testing the fitness of young men and young women who desire to enter the teaching profession. The student teacher begins work in the training department in the third year of the course. The theoretical work embraces methods of teaching, school management, psychology, and the history of education. The practice

work includes all of the subjects of the primary and intermediate courses. There is a critic teacher in charge of the academic work of each grade in the primary and intermediate courses and also a critic teacher for each of the special courses offered. When a student teacher is given assignment to any subject he at once receives directions from the critic teacher as to what preparations he has to make for his work, one of the principal requirements being observation work of other student teachers. When the period of his preparation is complete, he assumes charge of the class. Then there are three principal points to which his attention is devoted, namely, lesson plans, actual teaching of the class, and conference with the critic teacher. Lesson plans are submitted one or two days before they are to be used and, if not found correct, they are returned to the student teacher for modification. During recitation the student teacher has full charge of the class both in matters of instruction and discipline. During the daily conference student teachers are encouraged to seek information upon any point concerning which they are in doubt. In this work every effort is made to develop the initiative and resourcefulness of the student teacher.

Each student of the Normal School must take two years of work selected from the industrial courses upon the advice of the industrial supervisor. An effort is made to give every student that kind of industrial instruction which will be most practicable and most valuable in his own community, taking into consideration the materials that are available, the facilities for the work, and the demand for the various products. Every student who graduates from the school must be able to teach in a satisfactory manner at least two of the handicrafts.

The course in school and home gardening is required of all young men in the second year and is open to scholarship students (pensionados) upon the recommendation of the division superintendents.

The course in domestic science, which is designed for the preparation of young women for teaching housekeeping and household arts in the public schools, extends over a period of two years and embraces sewing, cooking, home sanitation, ethics, and the principles and practice of general housekeeping. There is so great a demand for admission to this course that it is impossible to accommodate all the applicants.

Every long vacation there is held an assembly for Filipino teachers who receive instruction in academic, professional, and industrial subjects.<sup>1</sup>

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<sup>1</sup> See Vacation Assembly at Manila, page 29.

The Normal School is now sending forth about 100 graduates each year, one-third of whom are from the domestic-science course and the other two-thirds from the regular normal course. These graduates are admitted to the civil service without examination. They are distributed throughout the Islands and are among the leaders in the teaching service.

#### THE PHILIPPINE SCHOOL OF ARTS AND TRADES.

The Philippine School of Arts and Trades was provided for in the organic Act establishing civil government in the Philippines in July, 1901.

When the school was opened, three courses were given: Woodwork, ironwork, and telegraphy. In 1906 the course in telegraphy was transferred to the Philippine School of Commerce, but other courses were added until at the beginning of the school year in 1914-15 instruction was being given in carpentry, building, machine-shop practice, blacksmithing, wheelwrighting, stationary engineering, automobile operation and repair, ceramics, drafting, preparatory engineering, and normal industrial work.

The attendance has increased from an enrollment of 90 pupils in 1901 to 762 at the opening of school in 1914, when over 100 applicants were refused admission because of lack of room and proper facilities for instruction. The distribution of pupils by courses is as follows:

Woodwork .....	237
Machine-shop practice .....	154
Automobile operation .....	116
Building .....	96
Blacksmithing .....	83
Ceramics .....	58
Drafting .....	29
	<hr/>
	773
Pupils taking 2 shop periods.....	11
	<hr/>
Total .....	762

Students in the normal, industrial, and preparatory engineering courses are included in the shops in which they are working.

The school is designed primarily to train young men who plan to follow a trade for a livelihood; and the courses, both in academic and in shop work, have been as practical as possible, all academic work being as closely correlated with shop work as conditions warrant.

The Bureau of Civil Service has recognized the thoroughness of the work done by making the graduates of the normal indus-

trial course eligible to appointment as teachers without examination.

The completion of the primary course is a requirement for admission to the regular trade courses, while the possession of an intermediate-school certificate is required for admission to the normal industrial, drafting, and preparatory engineering courses. In academic work, the intermediate trade course and the full secondary trade course of four years are given. The academic and shop programs are so arranged that the academic grade of the pupil or student need bear no relation to the year in shop work: in actual practice some students in the second year of the secondary course are taking the same shop work as pupils in the fifth grade of the intermediate course.

The one unusual feature of the shop work is the large number of commercial orders handled. After the first year's work in each shop commercial work is undertaken. During the calendar year 1914 the total value of finished work orders in the school was ₱47,000. Some of this money is used in paying pupils for overtime work, and enables a number of students to pay a part of their living expenses.

Including the first graduating class of 1906, 263 students have been graduated. So far as can be learned, 80 per cent of these graduates are employed, while others are continuing their studies in higher schools. The positions held by graduates are varied, including among others, traveling machinery salesmen, mechanics, machinists, engineers, electricians, teachers, draftsmen, cabinetmakers, and building foremen. One graduate has been elected president of his home town—Guagua, Pampanga. The salaries received range from ₱150 to ₱40 per month, with an average of ₱61.50. When compared with the salary of the average Filipino father, which may fairly be estimated at ₱25, the real value of vocational education to the Filipino people is evident. With the constant increase in machinery used and with the Islands in a normal state of prosperity, the demand for industrial products and for capable artisans will grow, and, consequent upon this growth, will come a greater demand for students trained in such schools as the Philippine School of Arts and Trades.

#### THE PHILIPPINE SCHOOL OF COMMERCE.

During the school year 1914-15 through December, the number of students enrolled in all courses was 411, an increase of 12 over the previous year. Thirty-nine girls were enrolled, an increase of 50 per cent over the enrollment of girls of similar

academic standing during any previous year. Students were enrolled from 33 provinces. Manila was represented by 98 students, while Union, a distant province, was represented by 46 students.

The following courses of study were offered during the year: A four-year course in commerce; a two-year bookkeeping course; a three-year stenography course; a two-year stenography course; a one-year course in stenography for high-school graduates. Of the 411 students enrolled, 253 selected a stenography course and 158 a course in bookkeeping. No certificates of graduation are issued to students until they have had from three to six months of successful experience in a business house or a Government office.

Thirty-six students graduated during the school year 1913-14. Ten of these are continuing their studies; 13 are stenographers; 9 are clerks; 1 is a typist; and 3 are not regularly employed. The average monthly salary received by the stenographers is ₱57 and by the clerks ₱40.

The rate of increase in salaries of graduates, as they have become more experienced, is shown by the following statement of the average monthly salaries of those employed, by classes: Class of 1914, ₱50; 1913, ₱54; 1912, ₱69; 1911, ₱89; 1910, ₱80; 1908, ₱135; 1907, ₱147. The high average for the class of 1911 is largely due to the excellent record made by a graduate of the bookkeeping course, who accepted employment in one of the provinces as bookkeeper and salesman, and in three years has risen to the position of assistant to the auditor of the firm at a salary of ₱195 per month.

Thirteen young women have graduated from the school. Of these, 8 are employed as stenographers at an average monthly salary of ₱62.50. One young woman, who graduated in 1910, is now employed as stenographer to the chief clerk of one of the government bureaus at a salary of ₱90 per month, and another, who graduated in 1912, is employed as stenographer to the director of a bureau at a like salary.

In the commercial night school there was an enrollment of 440 young men and women, nearly all of whom had remunerative employment during the day. Teachers report that the night-school students have a more extensive vocabulary, are more alert and practical, and are more attentive than the average day-school student. This is due to their greater experience and to the fact that, after working seven hours during the day, only those who are greatly interested in their studies will voluntarily attend a night school.

*Present occupations of graduates.*

Occupation.	Number.	Monthly salary.	Average salary.
Bookkeepers .....	5	P40.00 to P195.00	P84.00
Clerks .....	35	20.00 to 135.00	55.66
Farmers .....	3		
Housekeepers (married) .....	2		
Justice of the peace .....	1	60.00	60.00
Stenographers .....	34	40.00 to 200.00	76.74
Students:			
Advanced, School of Commerce .....	8		
University of Philippines .....	1		
In United States (private) .....	4		
In Manila High School .....	1		
In the Liceo .....	1		
Teachers .....	1	60.00	60.00
Typists .....	3	40.00 to 60.00	50.00
Unemployed .....	5		
No report received .....	2		
Deceased .....	1		
Total .....	107	20.00 to 200.00	66.42

## THE CENTRAL LUZON AGRICULTURAL SCHOOL.

During the past year this institution has made very satisfactory progress along well-defined lines. The end sought is to give such training to Filipino young men as will enable them to get practical results along agricultural lines under conditions as they are found in the Philippines. To accomplish this end, the courses outlined give a maximum amount of practical training and a minimum of theory.

Every student in the school is enrolled in an intermediate grade of the course in farming, or in a special course which aims to fit him for special service. All grades are divided into two sections, one of which recites from 7.30 to 11 a. m. and the other from 2 to 5.30 p. m. This arrangement allows each student to spend one-half the day in the classroom and the other half in practical outdoor tasks. The classroom work and the farm or shop work are closely related, the aim being to give the largest amount of instruction that has a practical bearing on the life and work of the Filipino farmer.

The first three years' work covers the course in farming for intermediate grades. Beyond the intermediate grades, special courses are given in training for farm assistants, for agricultural and garden teachers, and for steam engineers, emphasis being placed on the physical problems connected with each vocation. These courses are, of necessity, elementary as regards the scientific basis of the vocational training given.

Every operation known to Filipino rural life has a place in an institution of this kind. As many of these operations as possible, with the resources available, have been introduced and have become regular features of the day's work. Four aims are kept in mind in prescribing this work:



1. To prepare students for lives of usefulness.
2. To supply a growing demand for industrial leaders.
3. To develop a body of men who will naturally become independent and progressive farmers.
4. To provide a means whereby a student may earn his subsistence while attending school.

A foreman at the Central Luzon Agricultural School is known as "class captain," each work detail having its captained force. Boys from the advanced classes serve as captains for a period of two consecutive weeks, when they are replaced by others from the same grade. This gives every boy a chance to demonstrate what he can do, as well as practical training in the art of handling men. Boys from the lower grades serve as workmen and these are changed every Monday morning. Given the men, materials, tools, and implements, these captains are expected to get results and to record them in terms of materials and costs.

It has been found that some form of the share system or of a contract for work accomplished is best suited to the production of crops and to construction work, and such systems have been given a place in the school's industrial program. As a consequence, there are 40 rice growers, 16 corn growers, 12 tobacco growers, growers of legumes, and growers of root crops who are given definite parcels to cultivate. They work very much as tenants and follow closely the system of tenantry known locally as the "kasamá" system. This has decided advantages over the day-labor method, especially for boys who have experience in the various operations, but who need to apply what they have learned to existing conditions. A comparison shows better results by this system in better tilled fields and larger yields. The contract system is also widely used. This is especially suited to work which can be easily checked both as to quality and amount.

In order that the true value of production may be ascertained, a complete system of cost accounting has been installed, embracing every department of the institution. A school currency has been adopted as a medium of exchange. This puts every activity on a basis similar to that of any ordinary community. Students are paid for labor at the rate of ₱0.06 per hour, and the receipts for four hours' work go to reimburse the students' mess for subsistence. An obligation against the institution is covered by check drawn in favor of the claimant. Checks for day labor are drawn in favor of class captains, who keep a time record of all students working on their details. A treasurer disburses the money and cashes all checks which are presented to him, provided they are drawn and signed in proper form. An auditor

checks the books of the various departments and draws the checks when the accounts have been properly presented.

The farm work outlined covers a period of at least four years. The facilities provided for this work are excellent. Owing to the backward state of the agricultural methods in vogue throughout the Philippines, it is doubtful if the introduction of a more modern equipment would be productive of as good results as the present equipment. An effort has been made to lead in agricultural progress, but not to go so fast as to unfit the student for conditions which he will have to face when he leaves school.

Considerable attention is given to hog raising. The herd of swine is kept at about 100 and furnishes most of the fresh meat consumed by the students. The breed is a cross between the native hog and the Berkshire breed. Cross breeding with pure native stock, mestizo stock, and wild hogs in captivity furnishes valuable material for comparative study.

This school forms an integral part of the Muñoz communal irrigation system. About 2 kilometers of the water course passes through the reservation. Together with the community, the institution shares the burden of construction and upkeep work on this system. The dams, ditches, and laterals within the reservation are taken care of by the school and furnish a large amount of training and experience in field and garden irrigation.

An area of several hectares is devoted to garden crops. A student gardener is required to cultivate an area of 400 square meters planted to vegetables. His products are consumed in the student mess. In conjunction with the Bureau of Forestry, a forest nursery is maintained where seedlings and cuttings of valuable forest trees are propagated. The work in the nursery furnishes valuable material for extension work among local farmers.

In addition to the large amount of construction work carried on in connection with regular farm work, a student at the Central Luzon Agricultural School gets a great deal of special training in a number of activities which are closely allied to farm work, such as carpentry, blacksmithing, running machinery, and plumbing. A large shop and machinery building was constructed by the students.

This year has seen an increase of nearly 50 per cent in the attendance, bringing the daily attendance up to 206. In spite of an extraordinary year of drought and locusts, a record crop of rice is being harvested. This could easily be doubled in favorable seasons, and proves that the subsistence department

of the school can take care of itself. This is due entirely to the extensive work done by the students in enlarging and perfecting the irrigation system. Funds should be made available as soon as possible for an elevated tank and pipe line for irrigation, and for a 40-horsepower stationary engine, in addition to funds set aside for the construction of buildings. The lack of any one of these facilities impairs the efficiency of the institution.

#### THE SCHOOL FOR THE DEAF AND BLIND.

The school has had a successful year. The demand for admission has been such as to make it possible to eliminate those who could no longer profit by the work, either because of advanced age or weak mentality. There are at present 53 pupils enrolled—29 deaf and 24 blind. Of this number 16 are girls. Of the entire enrollment, 20 average 7 years of age, which is encouraging for future results.

In teaching the deaf, the combined system is used. This consists of writing, finger spelling, speech, and every other factor that will develop the mind. Stress is laid on the value of rhythm in the development of the deaf child. Calisthenics, folk dances, and various games are used in this work. The course of study is adapted from that used in the Philippine public schools and from the course of instruction of the Ohio Institution for the Deaf. The aim is to make them happy and self-supporting. With this in view, the girls are taught the care of a home, plain sewing, dressmaking and lacemaking. Since the opening of school this year, 40 boys' blouses, 36 pairs boys' trousers, 27 dresses, 12 nightgowns, 36 towels, and 12 pairs of curtains have been made. This does not include the great amount of mending which is done. All the boys spend a part of their time in the carpenter shop. The older boys are given instruction in practical gardening. Two of the advanced boys spend their afternoons in the Bureau of Printing. Their academic work is preparatory for the civil-service examinations which will entitle them to receive pay while learning the printer's trade. One of these boys is receiving special attention because of the possibility of his entering Gallaudet College at Washington, D. C. Another has afternoon work in the workshop of a large shoe factory where he is learning the shoemaking trade.

The blind classes are in charge of a blind Filipino teacher who spent one year at the school for the Deaf and the Blind at Berkeley, California. He is very efficient. Most of the books for the blind are written in American Braille, though the advanced pupils read both the New York point and the English Braille system.

In the kindergarten a combination of Doctor Montessori's House of Childhood and Froebel's Methods is used. Weaving, basketry, and Sloyd are taught all classes. The girls have charge of bathing and dressing the little ones, besides having instruction in everything taught the deaf girls. They iron all the sheets, pillowcases, and towels of the household, in addition to many of their own clothes.

The blind have been fortunate in having a number of volunteer readers. These friends come in very often to read to the children and to help with their music. The biweekly exercises of their literary society, which include debates, reading, and declamations, are a source of pleasurable encouragement.

The school subscribes to all the magazines printed for the deaf and the blind. Those worthy of special mention are the Matilda Ziegler Magazine for the Blind and the Searchlight, written in the point systems, enabling the pupils to do their own reading. From these periodicals the children are gaining an outlook never before conceived. It has always been supposed that the blind were so badly afflicted that they could do nothing toward their own support. The children know now how many kinds of employment are open to them. At present there are two student teachers possessing great sympathy and enthusiasm, who exert their energies to promote the progress of each child.

Of those who have been discharged, one boy has remunerative employment in a tailorshop, another works with a shoemaker, and a girl does the sewing for a large family of brothers and sisters. One boy who had completed the intermediate course of the public schools before losing his hearing, is now an apprentice in the Bureau of Printing. The average age of the first three of these ex-pupils on entering school was 15 years. Up to that time they had never done anything but carry water and drive the carabaos to and from the field. The school, by keeping in constant touch with them, is developing a desire for useful service, a knowledge of the value of money, and the necessity of saving.

#### THE SCHOOL OF HOUSEHOLD INDUSTRIES.

The School of Household Industries, which formally opened on June 10, 1912, at 226 Cabildo, Intramuros, Manila, was created under Act No. 2110 of the Second Philippine Legislature.

The school was established for the purpose of training women in the art of making lace, embroidery, and other kinds of needlework, so that upon return to their homes they might organize and establish working centers with the idea of systematizing the work and placing it on a commercial basis.

Appointments to the School of Household Industries are made by the Director of Education upon the recommendation of the division superintendents who consult with the officials and other leaders of their respective provinces. Women showing special aptitude for industrial work and ability as organizers are selected.

In order to prepare students to meet the commercial requirements to which their work must conform, instructions are given concerning the essential features of its production: (1) Special training is given in selecting and applying designs, the students being taught to discriminate between undesirable patterns and those that are of a standard type; (2) they learn the amount of cloth needed for all the necessary garments of women, the arrangement of their patterns in accordance with the standard styles, the methods of laundering fine laces and embroideries, the amount of the time necessary to complete the different articles, and the preparation of the article for market; (3) instruction is given in the method of organizing needlework centers. They are also given help in understanding and utilizing the local conditions prevailing in their several provinces, as well as the demands of the foreign markets in which they hope to sell their products. They are taught a simple system of accounting, including forms of receipts and letter filing so that they may conduct their business in an intelligent way. The young women are encouraged to work overtime and on Saturdays and holidays in order to provide themselves with the working capital necessary for their start in business after graduation.

Of special value is the communal life. The school brings together women from all parts of the Islands with their different customs, dialects, and ideas and welds them into an efficient working body.

In June, 1913, the School of Household Industries was moved to Santa Ana, on the Pasig River, where it occupies a large and airy building admirably adapted for the work, and spacious grounds, which afford the girls an ideal place for games and recreation. The dormitory, which is in charge of a competent Filipino matron, is well and comfortably equipped and is kept in perfect sanitary condition. The well-regulated kitchen is under the direction of efficient cooks and every effort is made to see that the students are provided with a wholesome and appetizing variety of food.

Experienced and competent Filipino teachers, one of whom is the head teacher, are employed. When a new pensionada enters the school her first duty is to sign a contract agreeing to return to her own town after graduation and establish a working center.

The new pupil is then taken to the dormitory after which she is assigned to her class where she begins work at once.

The course for any student is continuous throughout eight months, and she may be enrolled at any time of the year. After completing her eight months' course satisfactorily she is given a diploma.

The total enrollment for the calendar year ending December 31, 1914, was 179. Of that number 126 have graduated. The others will graduate when they have completed eight months' work.

The total sales for the same year were ₱4,474.02. This sum includes private sales to the amount of ₱2,263.46 and sales to the Bureau of Education for the Panama-Pacific International Exposition to the amount of ₱2,210.56.

The Spanish missionaries have given instruction in various kinds of lace and embroidery since 1630. More recently the Belgian missionaries have taken up the same line of work. The School of Household Industries is, however, the first organization devoted solely to the systematizing of the local production of lace and embroidery and to the placing of such native handiwork upon a broad commercial basis. The action of the Philippine Assembly in creating the school will assist in making rapid progress possible in developing the two Filipino handicrafts of lace and embroidery. The wisdom of such action is demonstrated by the fact that a large number of women, relying entirely upon their training received in this school, are now self-supporting.

#### THE PHILIPPINE NAUTICAL SCHOOL.

The Philippine Nautical School is an inheritance from the Spanish régime. In the early days of American occupation a lieutenant-commander of the American Navy was detailed as superintendent of the Nautical School and the four-year course as outlined by the Spanish authorities was continued with little change, except that English was placed on an equal basis with Spanish. About 100 students were enrolled. Practical training was given on interisland vessels during the summer vacations, the students serving as apprentice officers. In 1908, due to the lack of a training ship for practical instruction, the school was closed. Although the records of the school are very incomplete, sufficient data have been collected to show that 13 of the graduates hold masters' licenses, while 30 possess licenses to serve as mates.

In June, 1913, the Nautical School was reopened as a department of the Philippine School of Arts and Trades with an enrollment of 30 students. The requirements for admission were:

(1) Age between 16 and 21; (2) the completion of the intermediate course; (3) the passing of a physical examination.

By an agreement with the Shipowners' Association students were to be given training on coastwise vessels during the summer vacation and for eighteen months after graduation, graduates being allowed a salary of ₱15 per month in addition to quarters and subsistence.

By the provisions of Act No. 2388 the Nautical Department was made a separate school under the name, "The Philippine Nautical School," but no provision was made for a separate building. The course given provides for two years' work at the school in mathematics, English, physics, geography, drawing, navigation and seamanship, and twenty months on board an interisland vessel. The enrollment of the school is 51—32 in the first year and 19 in the second year. The 19 second-year students have spent one summer vacation as apprentices.

A lack of suitable accommodations for the past two years has handicapped the work somewhat, and an effort will be made to provide better facilities for the school before the opening of the school year in June, 1915.

#### SCHOOL WORK AMONG THE NON-CHRISTIANS.

##### GENERAL STATEMENT.

To understand the importance of education among the non-Christian peoples in the Philippines, it is only necessary to state that they constitute approximately 8 per cent of the total population of the Philippines, and that at present about 50 per cent of the Islands' area is either inhabited by them, or, if uninhabited, adjoins their lands and is in some degree under their influence. The territory which they occupy includes an immense region in northern Luzon and parts of southern Luzon; the whole interior and a considerable part of the coast regions of Mindanao; portions of Negros and Panay; the islands of the Sulu Archipelago; Balabac and Basilan; all but the coast line of Mindoro; and practically all of the large Island of Palawan.

Public schools have been established for non-Christians, whether residing in the Christian or in the so-called non-Christian provinces. Up to January 1, 1914, all of the funds available for work in the so-called non-Christian provinces of Nueva Vizcaya, Agusan, Bukidnon, and the Mountain Province were appropriated by the Philippine Commission. Since that date the schools in the non-Christian provinces have been supported from the regular appropriation of the Bureau of Education. In addition, a sum of ₱19,200 was provided under the provisions of Act No. 2406 as special Insular aid to the schools of the Mountain Prov-

ince. Funds for the conduct of school work among the non-Christians who reside in the Christian provinces have been secured from the general appropriation of the Bureau of Education voted by the Philippine Legislature, together with aid given from the special non-Christian funds belonging to the various provinces. It should be understood that there are a large number of Christians in the non-Christian provinces, and that schools are supported for the accommodation of these children as well as for the non-Christians.

The earliest school work among these people was undertaken in the subprovince of Benguet and the Province of Nueva Vizcaya. Since that time school work has been extended to all the subprovinces of the Mountain Province and to Agusan and Bukidnon. In the Mountain Province it was thought advisable, up to the present school year, to concentrate the work in the subprovincial capitals and in the larger centers. During the present school year the school system has been extended, as rapidly as conditions permit, to the more important barrios, following the system inaugurated in the Christian provinces. Schools for non-Christians residing in the Christian provinces have been established in the Provinces of Ilocos Sur, Pangasinan, Ilocos Norte, Tarlac, Antique, Bataan, Zambales, Camarines, Palawan, and Mindoro. Recently increased attention has been given to the education of these people, and it is expected that a number of other Christian provinces will make provision for the education of their non-Christian inhabitants.

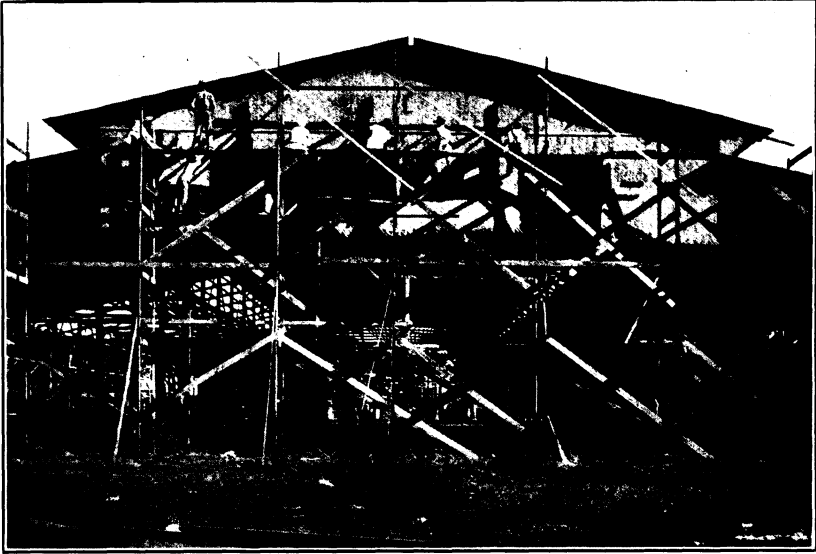
During the school year 1913-14, 50 schools were conducted for non-Christians in the Christian provinces and 89 in Nueva Vizcaya, Bukidnon, Agusan, and the Mountain Province, the average daily attendance in the former schools being 1,640 and in the latter 3,506. Under the provisions of Act No. 2406 special Insular aid was given to the Mountain Province for the extension of public-school instruction, and 24 additional schools were opened.

#### MOUNTAIN PROVINCE.

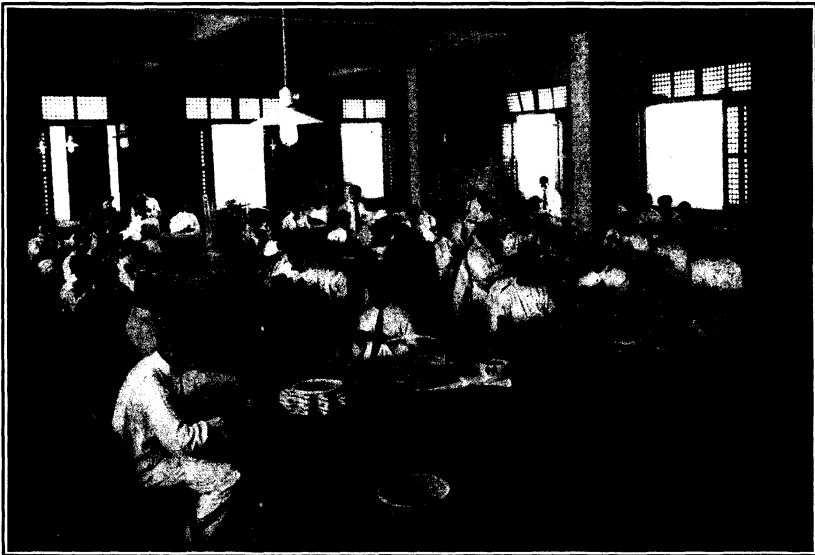
In every phase of school work, the Mountain Province has progressed. In athletics there is great enthusiasm among the pupils and their parents as well. Industrial work shows very satisfactory progress. A fine stone school building at Kiangnan was built of stone cut by the schoolboys. These same boys have given much assistance in the construction of the subprovincial building at Kiangnan.

The most important schools in the Mountain Province are the Boys Industrial School at Baguio, the Girls Industrial School at Bua, and the schools at Kiangnan, Banaue, Bontoc, Lubuagan,





Students of the Philippine School of Arts and Trades at work on the Education Building for the Second Philippine Exposition, 1914.



A class in basketry, Philippine Normal School, Manila.





Impasugong Settlement Farm School, camote patch, Bukidnon, Mindanao.



Students clearing new land, Lagangilang Industrial School, Abra, Ilocos Sur.

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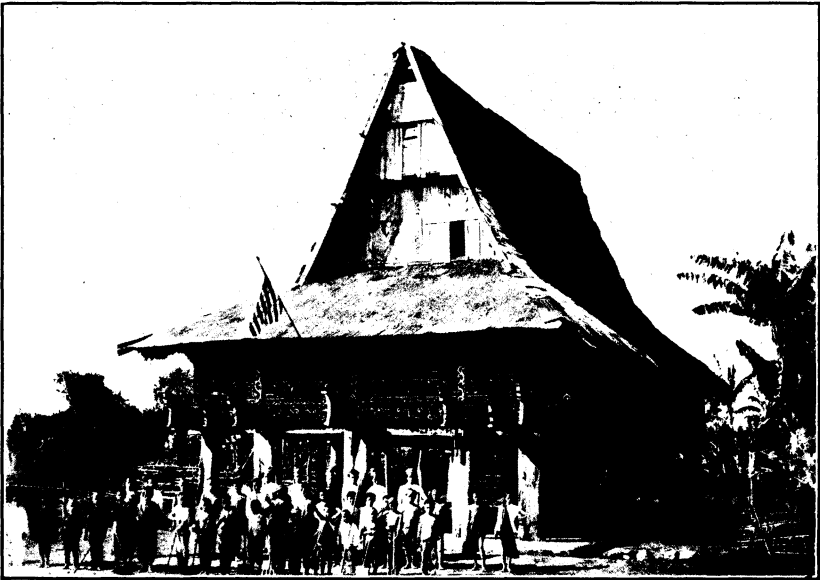
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Dalirig Settlement Farm School, Bukidnon Province, Mindanao.



Moro schoolhouse at Dansalan, Bukidnon Province, Mindanao.



and Kabayan. An attempt has been made to meet the particular needs of each locality and, where necessary, the course of study has been revised with this aim in view. Industrial courses for the different schools have been selected with particular regard for local conditions. The need of a trained force of local officials led to the establishment in the Baguio Industrial School of a year's course of training for the position of secretary-treasurer, and 10 boys took the year's work. The rest are given such training as will fit them to become useful and independent citizens of the province.

Special attention has been given to the education of girls with a view to making their services so valuable in and about the home that they will not remain simply carriers of burdens and workers in the camote fields. Therefore all of the non-Christian girls have been taught to do loom weaving and a number of them have begun weaving in their homes cloth which finds a ready sale among their own people. The object of the Bureau of Education is being accomplished, for these girls have been relieved from work which should not be imposed upon them, if the race is to attain its highest development.

Provision is also made for the education of the Christians in the Mountain Province, and schools are now maintained for this purpose in Tagudin, Baguio, and Cervantes. Wherever the number of Christians is small, they are free to attend the schools established primarily for the education of the non-Christians.

#### NUEVA VIZCAYA.

In the Province of Nueva Vizcaya school work has been undertaken among the Igorots and the Ilongots with great success. During the month of October, 1914, 32 schools were in operation with an average daily attendance of 2,518. There are in the province 7 settlement farm schools, of which 2 are for Igorots, 3 for Ilongots, and 2 for Negritos. During the year considerable attention has been given to a school for Negritos, who are under the jurisdiction of the province and are located at Kalabgan on the Pacific coast. The school has made satisfactory progress, but needs greater financial support. Ample provision is made for education of Christians living within the borders of the province. The progress in all lines of school work has been very gratifying, despite the fact that the province is sorely in need of increased financial assistance.

#### AGUSAN-BUKIDNON.

The two provinces of Agusan and Bukidnon constitute a single school division. Although the physical features of these provinces are extremely different, the school problem is essentially

the same. Backward people, who have lived in almost a wild state, are being gradually attracted to settlements located in the lower portions of the provinces. It has been necessary for the public schools to do their part in making these settlements as attractive as possible to the people. In the furtherance of this plan the settlement farm school was organized. Altogether there are 40 of these schools. In connection with every school there is a school farm of from 0.3 hectare to 5.7 hectares in area, on which the children raise rice, corn, bananas, camotes, and other agricultural products, not only for the purpose of thus acquiring practical training in agriculture, but also of supporting the families with food. These schools have proved of much assistance to the provincial authorities in inducing the people to come to the lowlands and form settlements.

In addition to these settlement farm schools, two agricultural schools are maintained, one in the Province of Bukidnon, known as the Mailag Agricultural School, and the other at Bunawan, Agusan, known as the Bunawan Agricultural School. The agricultural school at Mailag contains 25 hectares, of which 14 are under cultivation. The school at Bunawan contains 52 hectares, of which 5 hectares are under cultivation. Although attention has been given mainly to agriculture, athletics and academic work have not been slighted. Other important lines of industrial work given in addition to agriculture are slipper making, carpentry, and sewing. No special provision for Christians is made in the Province of Bukidnon. In Agusan there are Christian schools at Butuan, Esperanza, and Kabadbaran.

#### THE DEPARTMENT OF MINDANAO AND SULU.

The Department of Mindanao and Sulu will come under the jurisdiction of the Bureau of Education January 1, 1915. The schools of this department will be treated in a separate chapter.

#### SCHOOLS FOR NON-CHRISTIANS IN CHRISTIAN PROVINCES.

Among the schools for non-Christians in the Christian provinces are the schools for Tinguianes in Abra, subprovince of Ilocos Sur; the School at Aborlan, Palawan, for Tagbanuas; at Villar, Zambales, for Negritos; and at Consosep, Camarines, and at Santa Inez, Rizal, for a mixed people.

#### ABRA.

In the subprovince of Abra 20 schools are maintained for the education of the Tinguianes. The average daily attendance during the school years 1913-14 and 1914-15 was about 500. These people have made progress in academic work, in athletics, and in industrial work that compares favorably with that of the



people of other provinces. The largest of the schools conducted for Tinguianes is the Lagangilang Industrial School. Its farm consists of 8 hectares, in the center of which are the dormitories, cottages for teachers, a small tailor shop, a tool shop, a carpentry shop, a woodshed, a nursery shed, and the academic building, all arranged around an open playground. In the lowlands of the farm are the rice fields and gardens; on the hillside, the corn plots and the orchards of papayas, bananas, citrons, pomelos, and other fruits. It is a model farm to the Tinguian boys who come for ten months of each year to learn the best methods of farming, the essentials of the academic subjects, and sufficient industrial work to enable them to construct and improve their homes. The influence of this school upon the improvement of agricultural conditions in the vicinity is apparent. The course of study covers the full primary and intermediate grades. Of the 8 boys who have graduated from the seventh grade, 1 is teaching in his town, 2 are continuing their studies in the Muñoz Agricultural School, 2 are attending high school, and 3 are at home putting into practice the knowledge gained in school.

#### ABORLAN AGRICULTURAL SCHOOL.

This school is located in the Province of Palawan, on the Aborlan River, some 30 miles south of Puerto Princesa. The people of the surrounding country are Tagbanuas, a primitive pagan tribe, gentle and inoffensive. They are essentially nomadic, making new clearings from year to year, and abandoning their rough shelters at the slightest pretext. Adjoining the school reservation, a large tract has been set aside for their exclusive use. The principal of the school has also been in charge of this reservation, and the work of the two places has been carried on with a high degree of success.

The school farm has an area of 199 hectares, all of which was originally virgin forest. At the present time there are 70 hectares under cultivation. The soil is especially well adapted for the growing of coconuts and about 6,000 trees have been planted. As fast as the land can be cleared, more trees will be put out with the aim of making the school ultimately self-supporting. Rice is grown in quantities nearly sufficient for the requirements of the 100 pupils. The people are accustomed to the upland varieties of rice rather than to the irrigated rice, and it has been the plan to take existing conditions and habits and improve them, little by little, instead of trying to make sudden sweeping changes. The soil is alluvial and irrigation would require very little work. Camotes, cassava, and corn are standard products of the farm. Pupils of this school took all

the prizes in the division corn contest for 1913-14. The quality of the pigs and poultry raised by the people of the reservation is being improved by the introduction of new breeds from the school farm. Papayas grow in such quantities that they are the standard ration for pigs.

A fish trap is maintained as one of the activities of the school, good fish being a great delicacy to these folk. Transportation would make possible the selling of considerable lumber.

Medical work of a very elementary character is being carried on. Cleanliness is the first lesson that has to be taught, and the bath has its place on the regular school program. Most of the less important ailments are now treated by pupils who have acquired the necessary skill from their teachers.

As "capitan" of the reservation, the principal of the school directs the older people, who are steadily coming in from the hills, to live as civilized human beings. Their houses are built on prescribed standard plans, their clearings are laid out for them, their petty difficulties with each other and with their surrounding Christian neighbors are settled, they are told what, when, and how to plant, and little by little, they are coming to realize the responsibilities of life.

Due to the influence of their Moro neighbors on the south, Mohammedanism is spreading among them. A church is planned, and a cemetery has already been laid out, facing Mecca. Those who are still pagan have their own places of worship and burial.

It is with great regret that I report the death of Mr. John H. Finnigan, who was responsible for much of the improvement in Aborlan during the past few years. He was killed December 1, 1914, by escaped convicts from the Iwahig penal colony. Mr. Finnigan was not only superintendent of the Aborlan school, but also acted as the representative of the province in the government of the reservation.

#### VILLAR SETTLEMENT FARM SCHOOL.

This school, the first for Negritos to achieve an unqualified success, is supported from the appropriation of the Bureau of Education and from special provincial non-Christian funds. The average attendance during the school year 1913-14 was 46 and and for the month of October, 1914, was 33. Upland and lowland rice, corn, vegetables, and other agricultural products are grown. The school has planted many valuable trees, and possesses a number of work animals, pigs, and chickens. The work animals are loaned to the people of the community when they can be spared. Instruction is given in woodworking, sewing, and

weaving. A special attempt has been made to teach the pupils how to provide suitable home furniture.

#### CAMARINES.

The school for non-Christians in the settlement of Consosop on the slopes of Mount Isarog was established in 1906. This school has almost completely revolutionized conditions in this settlement, and the school work will compare favorably with that of schools in the lowlands. Two schools have also been established for a peculiar seafaring people known as the Dumagat, one for Negritos at Caranday, and one for the mixed people of Moriones.

#### SANTA INEZ, RIZAL.

Living in the mountains of Rizal are a number of so-called Remontados. Some of these people have considerable Negrito blood. Their economic condition has been deplorable, and they have not themselves possessed the means to remedy it. For them a settlement farm school was recently established, and it is believed that it will do much to raise their standard of living.

#### OTHER NON-CHRISTIAN SCHOOLS.

Schools for non-Christians are also maintained at Paor-Patoc and Garnaden, Ilocos Norte; Badyangan, Batan, and Igcoococ, Antique; Budburan, Calomintao, Dulangan, and Lalauigan, Mindoro; Artacho, Pangasinan; and Bueno and Tayaong, Tarlac. In these and the schools previously mentioned the Bureau of Education is giving the following peoples instruction in better living; Moros, Tagbanuas, Negritos, Ifugaos, Kalingas, Apoyaos, Benguet Igorots, Ilongots, Dumagats, Manobos, Bagobos, Mandayanans, Mangyans. Each school for each people has its peculiar problems which must be met and solved, each in its own way.

#### THE POLICY OF THE SCHOOLS AND ITS EFFECT.

The Bureau of Education has attempted in every way to assist in the solution of the economic and governmental questions as well as those which are peculiarly educational. The course of study has been made so flexible as to meet the peculiar local requirements. It has been the constant attempt of this office to make the policy of the schools in the non-Christian provinces coincide as closely as possible with the policy of those responsible for the general government of these provinces. The schools have operated to reduce tribal antagonisms, and in this way have been of assistance to provincial authorities. Athletics have done much to put an end to these tribal animosities. Games are now played between pupils who, a few years ago, could have met in no friendly competition.

## THE DEPARTMENT OF MINDANAO AND SULU.

## ADMINISTRATION.

Changes have been made during the past year in the administration of the schools of the Department of Mindanao and Sulu with the view of harmonizing the department organization with that of the Bureau of Education and of securing an adequate organization for the extension of school work, which is made possible by the increased appropriation for public instruction. On March 14, 1914, a member of the General Office force of the Bureau of Education was detailed as acting superintendent of schools for the department, and on August 1 was regularly appointed to the office.

A division superintendent who is responsible for all school work within his division has been assigned to each of the Provinces of Cotabato, Davao, Lanao, Sulu, and Zamboanga.<sup>1</sup> Each province is being divided into supervising districts, and, as soon as the organization is complete, a supervising teacher will be assigned to each district. An industrial supervisor, who has general charge of industrial instruction in the schools of the department, is attached to the department office. There is also attached to the department office a supervisor of industrial training for girls' schools.

## FINANCES.

The schools of the department have in the past been handicapped principally through inadequate financial support; lack of provision for making full use of the experience gained in past years by the Bureau of Education; and inadequate provision for securing a competent teaching and supervising force. For 1914, the total Insular, department, and provincial appropriations for public instruction were ₱249,888. In addition to this, department funds in the amount of ₱20,200 were appropriated for the construction of school buildings, making a total of ₱270,088 appropriated for public instruction.

## PERSONNEL.

In the month of December, 1914, there were 239 teachers in the department as against 125 for the school year 1913-14. Of these 15 were Americans, 200 were Christian Filipinos, and 16 were Moros. One hundred and seven teachers were appointed from northern provinces from April to December 31, 1914.

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<sup>1</sup> The Provinces of Agusan and Bukidnon, which recently came under the political control of the department, have always been and still are under the direct jurisdiction of the Bureau of Education.

Most of them were of high-school attainments and many were successful teachers of long experience. The addition of these young men and women to the teaching force of the department has raised the standard of efficiency. Nearly all of them have begun their work under adverse conditions, but with a spirit that is entirely creditable. Of the teachers assigned to the south Sulu district, seven have been continued at their stations and have rendered very satisfactory service. Many of these young men were stationed on islands where there was no supply of drinking water and were frequently obliged to send 12 or 15 miles for water for drinking purposes. All of these teachers have been supplied with galvanized-iron tanks with a capacity of 30 gallons and also with galvanized-iron gutters and piping so that they can collect rain water. It is proposed during the coming year to erect suitable habitations for those teachers who are now unable to find satisfactory accommodations where they are stationed. Many of the young men have their families with them and no doubt will eventually acquire land, either through purchase or by taking up homesteads, and become permanent members of the community.

#### PENSIONADOS.

Twenty-eight pensionados, principally Moro boys, have been maintained in the Zamboanga schools at department expense during the past year. It is the aim to give these young men such training that, when they return to their home provinces, they will be qualified to become teachers or employees in other branches of the Government service. Two pensionados are maintained at the College of Agriculture at Los Baños and one at the Philippine School of Arts and Trades in Manila. Two Moro young men have been appointed to the Training School for Nurses in Manila; and six young women have been admitted to the School of Household industries in Manila.

#### BUILDINGS AND SITES.

There are in the department 31 school sites of 1 hectare or more in area and 7 which contain at least one-half hectare, making a total of 38 standard sites. In addition to these, 23 standard sites have been selected and are being surveyed as rapidly as possible.

Reinforced-concrete buildings following Bureau of Education standard plans Nos. 20 and 10, modified, were completed in Zamboanga and Jolo early in 1914. The cost of concrete construction will prevent the erection of any considerable number of buildings of this type. Funds have been made available, how-

ever, for the construction of a large number of temporary buildings. A number of such buildings have been constructed recently, and plans have been made to continue this work until each school in the department has an adequate building. This will require approximately ten months. Bureau of Education standard plans for 1, 2, and 3 room buildings are used.

#### AGRICULTURAL SCHOOLS.

Following the general plan adopted in Bukidnon, the department has provided for the organization of two types of agricultural schools: (1) Day schools known as "settlement-farm" schools with from 3 to 6 hectares under cultivation; (2) dormitory schools for older pupils with about 16 hectares under cultivation. Schools of these two types are now being organized in Davao, Cotabato, Lanao, and Sulu. The general plan provides for the organization of one large dormitory school in each province and several schools of the settlement-farm type, the latter being especially for the Mohammedan Moros and pagans. Ten schools of this type are being organized in Davao and three in Cotabato. Agricultural schools with dormitories attached are established at Lumbatan, Lanao; Kudarangan, Cotabato; and Lais, Davao, which it is proposed to remove to a more favorable location as soon as funds are available. Each school is being furnished with essential equipment.

Nursery work has been included in the regular course of instruction at the agricultural schools. This includes instruction in the care and propagation of mango, orange, and lemon trees and the principal native fruits of Mindanao, as well as ornamental and shade trees.

#### SEA FARMING.

Three lines of marine work have been outlined for the schools of the south Sulu district. They comprise the collection, preparation for the market, and marketing of (1) sponges, (2) button shells, and (3) trepang. Each school in the south Sulu district will undertake one or two lines of this work. Some sponges and trepang of fair quality have already been prepared for the market in the schools of south Sulu. This work is well adapted to the people of those islands where no agricultural land is available. The islands are of coral formation and the inhabitants have always lived on and from the sea.

#### MINOR INDUSTRIES.

Conditions in the department of Mindanao and Sulu are not so favorable for teaching certain household industries to the public-school pupils as they are in the northern provinces, and

the need for instruction of a more practical nature is probably greater. However, advanced instruction in lace making and embroidery is given to older pupils and to adults in localities where the conditions are favorable, as in Zamboanga, Iligan, and Davao. A school for the manufacture of brass articles has been established in connection with the Piang Agricultural School in Cotabato, where practically all of the processes in the manufacture of Moro brass will be improved upon.

#### INSTRUCTION FOR GIRLS.

A division has been organized in the department office to have general direction of girls' work in the schools of the department. Courses of study adapted to the different localities are being worked out and will be put into general practice at the beginning of the next school year. It is proposed to include in the course of instruction for girls only those subjects which are deemed essential to the improvement of the standard of living: (1) housekeeping, including cookery, laundering, and hygiene and sanitation; (2) plain sewing for family and household; (3) the care of children; (4) dispensary work, including hygiene and the use of simple remedies.

#### ATHLETICS AND GAMES.

Group games have been organized in nearly every school in the department in which at least 80 per cent of the pupils participate. Indoor baseball and volley ball have been the most widely introduced games. The department was represented at the East Visayan Meet in Dumaguete, which was held during the Christmas vacation, by a baseball team. This is the first time that an athletic team of the department schools has competed with teams from the Bureau of Education.

#### COMBINATION SCHOOLS AND DISPENSARIES.

Nine combination dispensaries and schools have been established since June through the coöperation of the department health officer and the superintendent of schools. The young men in charge of these institutions are graduates of the Philippine Training School for Nurses in Manila. They devote approximately one-half of their time to school work and one-half to dispensary work, and are located for the most part in isolated stations such as Dato Ingkal's place in Cotabato, Cagayan de Sulu, and Parang of the Island of Jolo. They are the advance agents of the department government in these places. Their work has been very satisfactory, and an extension of these combination schools and dispensaries, as fast as competent men can be procured, is recommended.

### DORMITORIES.

A dormitory for girls was established in connection with the Philippine Normal School in 1901. It occupied rented buildings until November, 1914, when it was transferred to Normal Hall, a 3-story concrete dormitory built, near the Philippine Normal School, at a cost of ₱300,000. It accommodates 260 girls, each of whom pays ₱20 per month for food, servants' wages, laundry, light, receptions, and similar expenses. The salaries of the matron and assistant matron are paid by the Bureau of Education.

In connection with the high schools at Iloilo and Leyte there are permanent reinforced-concrete girls' dormitories that cost approximately ₱40,000 and ₱34,000, respectively. The high school at Vigan, Ilocos Sur, has a girls' dormitory built of strong materials, an old building that was remodeled in 1911 and whose present value is ₱32,129. Bacolod, Occidental Negros, has a dormitory for high-school girls, and the Leyte High School has a dormitory for boys, who are housed in a temporary building.

A number of schools lodge and board the pupils on the school premises. Among these are the Mailag Agricultural School, the School of Household Industries, the School for Deaf and Blind, the Central Luzon Agricultural School, the Bua Girls' School, the Bontoc Girls' School, and the Baguio Industrial School for Boys. Baguio also has a 2-story frame building which was built as a dormitory for Filipino women teachers in April, 1912, at a cost of ₱7,463.79.

The Bureau has not been able to establish dormitories in connection with many of the public schools. Were funds available, dormitories would be established in connection with other provincial schools, but under present conditions this program cannot be carried out. The solution of the question has been left largely to private enterprise. Pupils who have to board are taken care of principally in private houses, although a number of religious organizations are taking the matter in hand and have done much to provide living quarters for students at reasonable rates. Among the more prominent of these in Manila are St. Rita's Hall, the new Y. M. C. A. for Filipino students, the Methodist dormitories for girls and for boys, and Ellinwood Seminary.

### THE COURSE OF STUDY.

#### HOW THE COURSES OF STUDY ARE PREPARED.

To-day the Philippine public-school system is probably the most highly centralized system in the world, but at its beginning each teacher was largely a law unto himself as regards the subjects taught. Study of the needs and abilities of pupils and



communities and experimentation have resulted in the formation of standard courses in academic work. These courses have been produced by teachers, superintendents, and Directors working together in committees and taking into consideration recommendations from the field. Courses are not adopted for any term of years, but are being changed constantly as new investigations develop new facts that demand further adjustments. Special adaptations are authorized in the public schools among the non-Christian people. Members of the Bureau are encouraged to criticize the courses of study and to make suggestions looking toward their improvement.

#### HOW THE COURSES OF STUDY HAVE BEEN EVOLVED.

As early as 1901 the General Superintendent of Public Instruction sent out to teachers lists of subjects to be studied, and in 1902 suggestive courses in various subjects were distributed. The first definite outlines of courses of study were published in 1904 when a primary course of three years, an intermediate course of three years, and a four-year secondary course appeared in Bulletin No. 7, "Courses of Instruction for the Public Schools of the Philippine Islands." Only one primary and one intermediate course were provided, but there were five secondary courses as follows:

1. The course in literature, history, and the sciences.
2. The course in teaching.
3. The course in commerce.
4. The course in agriculture.
5. The course in arts and crafts.

In 1906 these secondary courses were revised and named:

1. The literary course.
2. The teaching course.
3. The course in agriculture.
4. The course in business.
5. Tentative course in technology.

Several reasons, among which the most important was the lack of students prepared for secondary instruction, kept these courses inoperative until a better understanding of resources and needs led to an entire change of plan. It was recognized that the great majority of pupils would never advance beyond the primary grades, and in 1907 it was therefore decided to make the primary course consist of four instead of three years, and to enrich it so that in addition to the usual academic subjects of the first four grades, the pupils would acquire some knowledge of hygiene and sanitation, and of the rights and responsibilities of citizenship. Increased industrial work was also provided.

Another part of the altered plan became effective in 1909 when differentiation in training was made to begin with the intermediate instead of the secondary course. The short period of schooling possible for the average pupil and the maturity of the boys and girls in the intermediate grades made such a change highly desirable. The following six courses were organized:

1. The general course.
2. The course in teaching.
3. The course in farming.
4. The course in toolwork.
5. The course in housekeeping and household industries.
6. The course in business.

The several secondary courses were merged into one, but Insular schools to give special instruction in teaching, trades, and commerce were retained. In 1912 the last general revision of the courses of study was made, but a number of minor adaptations have been made since that time. At present the outlines of the courses are as follows:

*Primary Course of Study.*

Grade I (4½ hours).	Grade II (5 hours).	Grade III (5 hours).	Grade IV (5 hours).
<i>Chart, chart primer.</i> First year book. 30 minutes daily.	<i>Reading.</i> First reader. 30 minutes daily.	<i>Reading.</i> Second reader. 30 minutes daily.	<i>Reading and spelling.</i> Third reader. 30 minutes daily.
<i>Language.</i> Conversation. 30 minutes daily.	<i>Language.</i> 30 minutes daily.	<i>Language.</i> 30 minutes daily.	<i>Language.</i> 30 minutes daily.
<i>Numbers.</i> Combinations to 10. 30 minutes daily.	<i>Arithmetic.</i> 30 minutes daily.	<i>Arithmetic.</i> 30 minutes daily.	<i>Arithmetic.</i> 30 minutes daily.
<i>Sewing and weaving.</i> 60 minutes daily.	<i>Industrial work.</i> 60 minutes daily.	<i>Minor industries.</i> 80 minutes daily.	<i>Minor industries.</i> 90 minutes daily.
<i>Music.</i> 20 minutes daily.	<i>Music.</i> 20 minutes daily.	<i>Music.</i> 20 minutes daily.	<i>Music.</i> Three days a week. <i>Civics.</i> * Two days a week. <i>Hygiene and sanitation.</i> * Two days a week. 20 minutes daily.
Study period.	Study period.	<i>Home Geography.</i> Three periods a week. <i>Freehand drawing.</i> Two periods a week.	<i>Geography.</i> Text in this year only. 30 minutes daily.
<i>Writing.</i> (No copy book.) 20 minutes daily.	<i>Writing.</i> Movement exercises. 20 minutes daily.	<i>Writing.</i> Words and sentences. 20 minutes daily.	<i>Writing.</i> Three days. <i>Drawing.</i> Two days.
<i>Spelling and phonics.</i> 20 minutes daily.	<i>Spelling and phonics.</i> 20 minutes daily.	<i>Spelling and phonics.</i> 20 minutes daily.	Study period.
<i>Recreation.</i> Games and plays. 40 minutes daily.	<i>Recreation.</i> 40 minutes daily.	<i>Recreation.</i> 40 minutes daily.	<i>Recreation.</i> 30 minutes daily or equivalent.

\* Hygiene and sanitation, first semester; civics, second semester.

*Intermediate courses.*

[Minimum time, 5 hours and 40 minutes; 2 sessions required in all cases. Recitation periods generally 40 minutes.]

**GENERAL COURSE.**

Grade V.	Grade VI.	Grade VII.
Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Study period.	Study period.	Study period.
Music, half period daily. Writing, half period daily.	Geography.	History and government.
Study period.	Study period.	Physiology and hygiene and sanitation.
Drawing: Boys and girls one double period a week.  Industrial work, four double periods a week. Boys: Basketry, hand weaving. Girls: Housekeeping.	Drawing: Boys and girls one double period a week.  Industrial work, four double periods a week.  Boys: Gardening. Girls: Housekeeping.	Drawing: Boys, two double periods a week. Girls, one double period a week. Industrial work: Boys, woodworking, three double periods a week. Girls, housekeeping, four double periods a week.

**COURSE FOR TEACHING.**

Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Study period.	Study period.	Study period.
Arithmetic.	Arithmetic.	Arithmetic.
Music, half period. Writing, half period.	Geography.	Physiology and hygiene and sanitation.
Study period.	Study period.	History and government.
Drawing: one double period a week.  Industrial work: four double periods a week.	Drawing: one double period a week.  Industrial work: four double periods a week.	School methods and management, three single periods a week.
		Practice teaching, daily.

*Intermediate courses—Continued.*

## COURSE IN HOUSEKEEPING AND HOUSEHOLD ARTS.

Grade V.	Grade VI.	Grade VII.
Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Study period.	Study period.	Study period.
Arithmetic.	Arithmetic.	Arithmetic, daily, or two double periods a week.
Drawing, one double period a week. Needlework, four double periods a week.	Drawing, one double period a week. Needlework, four double periods a week.	Drawing, one double period a week. Hygiene and sanitation, two double periods a week. Cooking and housekeeping, two double periods a week.
Cooking and housekeeping, three double periods a week. Hygiene and home sanitation, two single periods a week. Ethics, two single periods a week.	Cooking and housekeeping, three double periods a week. Hygiene and home sanitation, two single periods a week. Ethics, two single periods a week.	Needlework, four double periods a week. Ethics, one double period a week.

## TRADE COURSE.

Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Arithmetic.	Arithmetic.	Arithmetic, daily, or two double periods a week.
Drawing, one double period daily.	Drawing, three double periods a week. Study, two double periods a week.	Drawing, two double periods a week. Estimating, one double period a week.
Shopwork, one double period daily.	Shopwork, three consecutive periods daily.	Shopwork, three consecutive periods daily.
Study period.		

*Intermediate courses—Continued.*

## COURSE IN FARMING.

Grade V.	Grade VI.	Grade VII.
Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Arithmetic.	Arithmetic.	Arithmetic, twice a week.
Agriculture.	Agriculture.	Agriculture, three double periods a week. Drawing, one double period a week.
Study period.	Study period.	Study period.
Farmwork, three consecutive periods daily. Carpentry and repair work, on rainy days, or when needed.	Farmwork, three consecutive periods daily. Toolwork, and blacksmithing, on rainy days.	Farmwork, three consecutive periods daily. Theory of agriculture and laboratory work, on rainy days.

## COURSE FOR BUSINESS.

Grammar and composition.	Grammar and composition.	
Reading and spelling.	Reading and spelling.	Reading and spelling.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	Geography.
		History and government.
Spelling and dictation.	Spelling and dictation.	Business correspondence.
Penmanship and plain lettering.	Bookkeeping.	Bookkeeping.
Typewriting.	Typewriting.	Typewriting.

*High-school courses of study.*

First year.	Second year.		Third year.		Fourth year.		
Algebra.	Plane geometry.		Review arithmetic.	Advanced algebra (optional).		Solid geometry (optional).	
					Latin (optional).		
Literature.	Literature and composition.		Literature and composition.		Literature.		
					Composition and rhetoric.	Business English.	
Composition.	Physical geography.	Government.	Biology (double period daily).		Physics (double period daily).		
General history.	General history.	United States history.	Colonial history.	Commercial geography.	Economic conditions in the Philippines.		

**IMPORTANT CHANGES IN THE COURSES OF STUDY WHICH  
ARE BEING CONSIDERED.**

Since there has been a consistent attempt to adapt courses to conditions, it follows that, as conditions improve, further adaptations become necessary. As a result of this process, serious consideration is being given to the elimination of the Course in Teaching now given in the intermediate grades and the organization of several normal schools offering a four-year course of secondary grade. When first established the course in teaching set a standard considerably higher than that attained by the average Filipino teacher and helped to raise the level of teaching efficiency; to-day the average teacher has a higher standard of attainment and the need for the course has, in most divisions at least, passed. The same is true of the intermediate course in business which is now given in but one school. Thus changing conditions point strongly to the early limitation of the intermediate courses to the general course, the trade course, the course in housekeeping and household arts, and the course in farming, with probably increased differentiation in the trade course and increased emphasis on the course in farming and the course in housekeeping and household arts.

**INVESTIGATIONS NOW BEING CONDUCTED AS A BASIS FOR  
CHANGES IN COURSES.**

During 1914 investigations have been undertaken to the end that there be available more facts upon which to base changes in the curricula. In each division that possesses them, one typi-

cal primary, one intermediate, and one secondary class are being studied to discover the facts concerning the age, the time spent in each grade, the number of transfers and withdrawals, the reasons for withdrawal, the failures, the causes of failures, etc. Particular attention has been given to the English subjects, especially in the lower primary grades, and the field has been asked to report upon the experiments tried and the methods found most effective. Comment has also been asked upon the course of study and the outlines in secondary literature, in which subject it is believed there is still need of improvement in the material studied. A questionnaire has also been sent to every high school student for the purpose of determining his study habits and the amount of instruction in methods of study given by teachers.

#### SOME SPECIAL FEATURES OF THE COURSES OF STUDY.

The most difficult problem in our schools is to get pupils to speak English, and to this end instruction in colloquial and playground English has been introduced. Conversation based upon the usual activities of the home, market, school, and playground has been emphasized, and has done much to improve the English spoken by the pupils. Teachers have been instructed in this subject in normal institutes and teachers' meetings, and a circular giving a brief outline of the work has been distributed. Closely related to the work in English is instruction in manners and right conduct for which a bulletin has been prepared that suggests what shall be taught and how it shall be presented. The aim of this instruction in the four primary grades is not only to form habits of courtesy in speech and rectitude in conduct, and to teach appreciation of pictures, but also to teach English by means of pictures, dialogues, and dramatization, opportunities for which are provided in the bulletin. This work has proved very popular, and is having a good effect both upon the pupils' conduct and their use of English.

In the secondary courses the absence of languages, except Latin as an optional subject in the fourth year, denotes a breaking away from the education tradition that has so long practically dominated the secondary course of study. Much is gained by so doing; emphasis can be placed upon English, the language of instruction, which in itself provides the desired cultural content; and the confusion incident to the acquiring of two languages at the same time is avoided.

In a land of great natural resources, but backward industrial development, it is highly desirable that students gain an appreciation of their country's economic problems. For this purpose

a course in the economic conditions in the Philippines was placed in the last year of the high school. Preceded by a year's study of physical and commercial geography, this course admirably answers the purpose of giving the students the understanding of Philippine conditions and related economic principles that is needed to comprehend the lines along which agricultural and industrial progress must follow. This course which includes only so much of economic theory as is needed to interpret Philippine conditions, has turned many a boy from the law, which has such a fascination for the Filipino student, to agriculture, forestry, medicine, education, or veterinary science.

In working out the courses of study the age of the pupils has been carefully considered, and this factor explains the inclusion of much material. Partly as a result of the absence of any compulsory attendance law, the average ages of boys and girls who complete the different courses are as follows:

	1910-11	1911-12	1912-13
Primary:			
Boys .....	15.0	14.9	14.7
Girls .....	14.0	14.2	14.0
Intermediate:			
Boys .....	17.9	18.1	17.9
Girls .....	17.0	17.1	17.0
Secondary:			
Boys .....	20.0	20.3	20.0
Girls .....	19.6	19.7	19.0

These figures show why it is feasible to place instruction in hygiene and sanitation and in citizenship in Grade IV of the primary course, and to include in the intermediate courses various kinds of industrial work that demand considerable physical strength.

#### ACADEMIC INSTRUCTION.

##### HOW THE EMPHASIS PLACED ON THE SUBJECT MATTER OF INSTRUCTION HAS SHIFTED.

To-day the activities of the Bureau of Education are directed along three chief lines: Academic instruction, industrial instruction, and physical training. In the early days of the system the academic subjects overshadowed the others in importance, but as conditions became better known and needs better realized, an increasing amount of attention was given to industrial work and to games and athletics. While the importance of academic instruction was never lost sight of, it is undoubtedly true that the concentration of the thought and energy of both directing officers and teachers on the solution of the problems that arose in the newer fields of school work did result in relatively less



time and thought being devoted to the older school activity. Now these newer problems are in a great measure solved; industrial instruction and physical training are established on a firm basis; and the hour has come for giving more time and more careful consideration to the problems of academic instruction.

#### WHY SATISFACTORY RESULTS IN ACADEMIC WORK ARE DIFFICULT TO ATTAIN.

The results of the instruction in academic subjects are not, never have been, and, it is hoped, never will be completely satisfactory to the members of the Bureau of Education, but there has been a sincere and consistent effort made to maintain high standards of achievement in spite of the many difficulties encountered. Discontent has been made to mean progress.

In the United States schoolmen are calling attention to the fact that society is demanding that the public school assume burdens and responsibilities which, in former years, were borne by other institutions—the home, the neighborhood, the church, and the vocation. In the Philippines, most of these burdens and responsibilities have been voluntarily shouldered by the public schools without any outside pressure being exerted. The multiplicity of duties performed by the school necessarily detracts somewhat from the efficiency of the purely academic work of the students. To overcome the timidity of the pupil who first enters the school and place him in the right attitude toward his teacher and classmates, to instill at least elementary ideas of hygiene and sanitation and of the rights and duties of citizenship, to increase his bodily vigor, to help him to support himself by some handicraft and to lead him to better his living conditions by cultivating a garden—these things must be done and are being done, but they do increase the work of both teacher and pupil, and both have less time at their disposal for any one phase of school work.

These many duties have to be performed chiefly by Filipino teachers, many of whom have had little definite instruction designed to fit them for their special work. Their lack of training makes the burden of supervising officers a heavy one, but earnest efforts are being made to better instruction by improving the teachers in service. They themselves are helping in this work, and are making encouraging progress in the use of English and in the application of better methods of instruction.

The difficulty of obtaining the hoped-for results by means of inadequately prepared teachers, many of whom work in the midst of trying conditions as to buildings and equipment, is increased by the large number of pupils necessarily enrolled in many classes. No teacher can give the most effective in-

struction to anywhere from 50 to 100 primary pupils of two or three grades, but either this has to be done or many more thousands of boys and girls have to be excluded from the public schools. If the number of teachers could be increased by 50 per cent, while the number of schools and pupils remained the same, the effectiveness of the instruction would be greatly increased.

Irregular attendance as a cause of poor results in school work, has always been an important factor. Teachers and superintendents have been engaged in a campaign of education directed to the securing of regular attendance ever since the establishment of the Bureau of Education, during the early days of which probably half the time of many supervising and classroom teachers was spent in keeping the pupils in school. As evidence of the success of this campaign the average attendance for the Islands was 88 per cent for the 1913-14 school year. Although this figure does not indicate the proportion of the total yearly enrollment that remained in school throughout the year, it does indicate encouraging progress in the task of convincing parents that regular attendance is desirable; and a comparison of the March enrollment with the annual enrollment for several school years confirms the fact that improvement in keeping pupils in school is steadily being made.

#### WHY ENGLISH IS THE LANGUAGE OF INSTRUCTION.

English was made the language of instruction because linguistic unity is the most important step toward national unity. English also means contact with the ideals compatible with democratic government. English, too, is the commercial language of the world, especially of the Far East. These reasons for the use of English were early apprehended by all, but there was some talk at first of temporarily using the dialects. The General Superintendent of Education on November 5, 1900, forwarded to the secretary of the military governor of the Philippine Islands a recommendation: "That it be the policy of those in control of the schools to use Spanish and the native dialects only for a period of transition, and gradually to make English the basis of instruction." In the minutes of the first meeting of the superior advisory board is found the following: "Agreed, that primary books are needed for use in native schools, printed in English-Ilocano, English-Tagalo, English-Visaya, English-Bicol, etc., with illustrations." Books of this kind were never prepared for general use. For two years a Visayan primer was used in the schools of Agusan, but was abandoned because it was found that pupils taught in English made greater progress.

Translation early gave way to more direct methods of teaching, and the use of the dialects as a medium of instruction was never generally adopted. Investigations show that public-school pupils of the third and fourth grades have about the same ability in the use of the dialect as pupils that have attended the vernacular school the same length of time. In fact, in some cases it appears that the pupils who had received all their instruction in English surpass the others in knowledge of the dialect. This is undoubtedly due to the greater interest in all things educational aroused in their pupils by the public schools and to the superiority of the teaching.

Opposition to the use of English has always existed in some quarters. In recent years there has been started a movement to use the dialects in the primary, especially the barrio schools, while retaining English in the higher grades. Aside from the practical difficulties of such a scheme, it would mean a caste system of social organization, the abandonment of the attempt to establish linguistic unity as an important step toward strengthening national feeling, and the placing of a serious obstacle in the way of the inculcation of democratic ideals. The adoption of this plan would be a decided step backward for the Filipino people, a step which, it is believed, they will never be willing to take. The way in which pupils are at present flocking to the public schools and the willingness of the people to support schools by voluntary contributions indicate that the Filipino people now appreciate the advantages of English instruction, and it is doubtful if they would be satisfied with dialect schools. They seem to have arrived at the same conclusion as those educational experts who have examined the Philippine school system and who have invariably approved the use of English as the language of instruction.

#### WHAT FUTURE IS IN STORE FOR THE ENGLISH LANGUAGE.

To date, progress in securing linguistic unity by spreading a knowledge of English has been steady, but slower than could be wished, because the Bureau of Education has never been able to offer instruction to more than one-half of the total school population during any school year. The future of the English language in the Philippine Islands depends upon the action of the Government. More funds are a necessity; and it is hoped that Government officials will continue to place an ever-increasing emphasis on the use of English by all in the Government service. The postponement of the date when English became the official language was a hard blow to the spread of that language, and, therefore, to the establishment of a common tongue. The

present practice of permitting English-speaking employees to speak Spanish and the dialects in Government offices is also a great hindrance to progress. The day when the ability and disposition to use English will be a *sine qua non* for the holding of any civil-service position, and when the head of each department, bureau, division, or office will insist upon the use of English in all correspondence and, wherever possible, in all oral official transactions, will see a great step in advance. The Bureau of Education has enjoyed the coöperation of other bureaus in this matter; it now bespeaks such coöperation in even greater measure.

#### THE SUPERVISION OF ACADEMIC INSTRUCTION.

Supervisors of academic work have been appointed in seven divisions. In Manila there are three such officers among whom the work is divided on a grade basis. In the provincial divisions only one supervisor for the entire territory has so far been appointed, and he gives nearly all his attention to the primary grades. The main purpose of these supervisors is to improve the quality of instruction by personal conferences, observation and discussion of model lessons, exhibits of school work, tests of classwork, etc. In a few divisions there has apparently been a tendency to relieve the division superintendent of various routine duties by transferring them to the academic supervisor. No objections to this will be made provided the superintendent himself assumes the academic supervisor's more significant task of carefully observing instruction and giving definite directions for its improvement. Experience has proved that in many cases superintendents and supervising teachers cannot give the requisite amount of attention to the betterment of teaching, and the academic supervisor is, therefore, appointed to help in this work. The plan of appointing academic supervisors is not much more than a year old, but the good results already secured indicate the desirability of its continuation and extension. The inadequate training and knowledge of the majority of teachers requires that everything possible be done toward the improvement of teachers in service. To secure better teaching of the academic subjects real supervision, not mere inspection, is needed.

#### THE FIRST GRADE SITUATION.

This year investigations by supervising teachers and academic supervisors brought out more clearly than ever before the holding of pupils in the first grade for a longer period than necessary. This condition had previously received the attention of many

superintendents and supervising teachers, who had endeavored to do away with the removable causes of such retardation. Special attention has been directed to the first-grade situation this year, however, and the promotion of deserving pupils at any time has been authorized. As a result several thousand first-grade pupils have been promoted, as well as hundreds both in Grade II and Grade III. Care has been taken to advance only pupils who have been in one of the lower three primary grades for considerably over a year, and who were prepared to do the work of the next higher grade. Special emphasis has been placed upon the removal of the causes that held these pupils unduly long in one of these grades.

#### OUTLINES, PROGRAMS, AND LESSON PLANS.

In 1913 the first outlines covering the work of the primary and intermediate grades and of literature in the secondary course were sent to the field. These outlines were suggestive and it was not the intention that they should be prescribed exactly as forwarded. It is impossible for outlines of this kind to be sent out that will apply equally well to all the schools in the Islands, and it was planned that division superintendents and supervising teachers would adapt them to the peculiar circumstances existing in their schools. Reports received concerning these outlines indicate that, in general, they have been satisfactory. Valuable suggestions regarding their improvement, however, have been made by teachers and they will be taken into consideration in the revision of these outlines, which is now being considered.

For several years it has been the custom to request superintendents to submit programs of the intermediate and secondary schools in their divisions. Primary programs have never been requested, but this year a few were forwarded and returned with comments. Suggestions concerning the intermediate and secondary programs were made in each case, although it was clearly understood that all the circumstances that had to be considered in the making of these programs could not be appreciated by any but those thoroughly familiar with the schools in question. Some of the most common faults of programs have been the position of study periods, the practice of requiring an unnecessarily long school day because of an undesirable arrangement of studies and an ill-advised sequence of studies. The opinion seems to be quite prevalent that arithmetic should be the first study of the day in the early primary grades. This usually makes the work in reading, and in language, good manners and right conduct consecutive, and it is believed that the placing of

arithmetic between these two subjects would secure better results. Children in these lower grades do not become so much tired, as bored by the sameness of the work, so programs should provide for as much variety of work as possible.

Emphasis has been placed upon the use of lesson plans by all teachers in at least the primary grades. Unless the teacher is able to give, in a short concise statement, some rather definite idea of what is intended to be accomplished by the lesson, the pupils are not apt to receive very efficient instruction. With our present corps of teachers the question of the use and improvement of lesson plans is important, and this question has been carefully considered by supervisors and principals.

#### EXAMINATIONS.

The existing system of examinations is the outgrowth of experience. In the early days of the public schools the promotion of pupils was left entirely in the hands of division superintendents and teachers. This proved satisfactory so long as the teaching force included only those who had had considerable training and whose attainments were high; but the extension of the system required the employment of inadequately prepared teachers; and it was then found necessary to establish a system of examinations which should set a standard of achievement in the work of the schools. The first examinations sent from the general office were distributed in 1905 and included sets of questions for the completion of the primary and intermediate courses. In 1907 the sets of questions were made to include the other intermediate grades and the first two years of the secondary course. In the following year questions were sent out covering all subjects of the intermediate and secondary courses and of the fourth year of the primary course, and this practice continues to-day.

The promotion of primary pupils of the first three grades is left entirely in the hands of the supervising teachers and division superintendents, with the requirement, that pupils promoted from the third grade must pass an oral examination in colloquial English. Beginning with the 1913-14 school year, special emphasis has been placed upon English in the examinations. A grade of 75 per cent in the English subjects has been required and the English used has been taken into consideration in marking every subject in which the pupil is examined. This resulted in a decrease in the per cent of promotions for March, 1914, but it is believed that the increased attention given to English during the present school year will at least restore the former proportion of promotion. The prac-

tice of permitting a choice of questions in examinations in all subjects was definitely adopted this year. In addition to the written examinations, oral examinations in music, reading and colloquial English are given, and inspections of drawing and most kinds of industrial work are held. The preparation of questions is finally completed in the general office where suggestive sets of questions, which have been submitted by teachers, are examined and used in making up sets of final questions in each subject. The teachers, of the various subjects are called in to help in this work so that, in so far as is possible, the final questions are prepared by those who are actually teaching the subjects in which the examinations are held.

#### THE ACADEMIC EXHIBIT FOR THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION.

The aim in sending an exhibit of academic work to the Panama-Pacific International Exposition was to provide a complete display of the work of the schools, and to profit by such criticisms and suggestions as might be made upon this work by educators.

August 18, 1914, a letter was sent to division superintendents requesting that samples of typical class work be forwarded to this office in all subjects of each grade of the primary, intermediate, and secondary courses. The response was so prompt that within three months exhibits from the most remote divisions were received. The best average class work was assorted by courses, grades, and subjects and bound into 77 volumes, each volume having from 3 to 5 photographic illustrations intended to show conditions and the various phases of school work in the Philippines. These volumes were forwarded to San Francisco December 15, 1914, on the transport *Thomas*, the ship that some thirteen years earlier had brought to the Islands the first considerable number of pioneers who laid the foundations that made this work possible.

The work of entire classes was selected and an attempt made to represent every division, so that some of the work that was not included in the volumes is as creditable as some that was used. It was the intention to prepare not a perfect exhibit, but an exhibit that fairly represented the better class of work that is done every day in the schools. Of such work, accomplished under the conditions that prevail in these Islands, it is believed that the volumes forwarded constitute a creditable exhibit.

#### ATHLETICS.

The athletic program of the Bureau of Education consists of group games; the special forms of athletics such as baseball, basket ball, track and field sports; playground activities; color

competitions; and calisthenics. The aim sought is to have every pupil take part in some form of games or athletics that will result in his securing suitable physical training.

This athletic program has been carried out most effectively. In fact, progress can be reported far beyond what was expected. During the school year 1913-14 this Bureau hoped to realize its aim with respect to 80 per cent of all the pupils enrolled in the public schools, but reports from the various school divisions indicate that more than 95 per cent of the pupils are now taking part in games and athletics in one form or another. It is possible that in certain cases those who are counted in the 95 per cent are not receiving all the attention they should have, but the program is actually reaching these children in such a way as to enlist their interest and enthusiasm.

The very general interest in athletics on the part of all classes is traceable directly or indirectly to the influence of the public schools. Other agencies have, of course, contributed their share toward the spread of athletics, but the Bureau of Education is primarily responsible for the general enthusiasm for athletics which is found everywhere in the Philippine Islands. As a result, there has been a noticeable improvement in the physical development of the younger generation; and the moral influence of clean, healthy sports has been felt.

The early attitude of the Filipino toward athletics is one natural to people of the Orient and to the Tropics generally. They had certain games which were pastimes rather than sports, and the true play spirit was largely lacking. This condition led many to draw conclusions about the Filipinos which were not very flattering to them as a people. The enthusiasm which they have acquired for games and sports indicates that these conclusions were erroneous, in that they denied to the Filipinos that energy and enthusiasm which, it has been proved, they are able to develop.

Baseball and other forms of athletics had their origin in the games and contests among the soldiers in the early days of the American occupation. Enthusiastic teachers here and there began to interest their pupils in these sports, and slowly gathered about them a number of young men converted to the new athletic ideal. A deep and general interest in many forms of sport was developed as soon as use was made of the natural rivalry between towns and provinces. Since that time the interest of the people has been assured, although an immense amount of work has been required to guide and perfect the games and athletics. It was not until 1909 that the Bureau began to give sufficient attention to athletics, the development of which, up to that time, had been





A first-grade class in colloquial English, Paco Primary School, Manila.



First-grade class in colloquial English, San Andres Primary School, Manila.



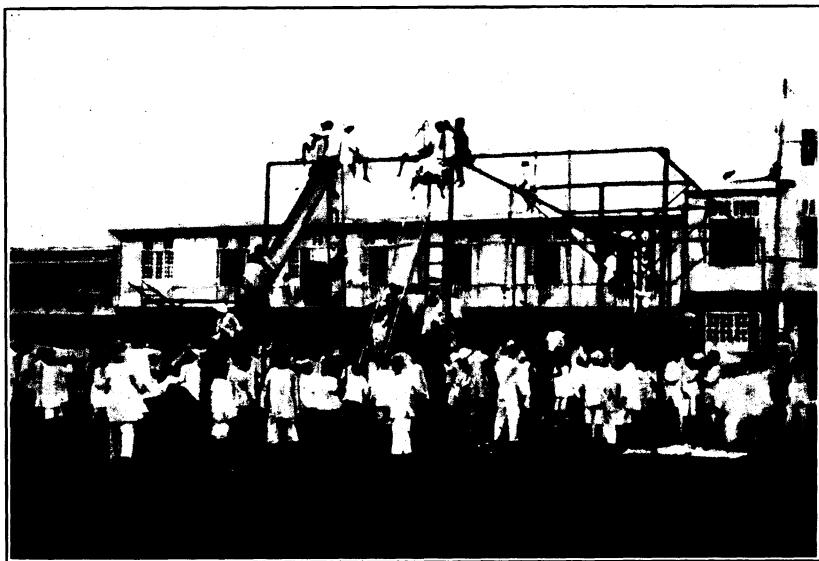


Indoor baseball near Parañaque, Rizal Province.



Calisthenic drill by 2,000 school children, Playground Day, Philippine Carnival, 1914.





The Tondo public playground, Manila, showing some of the apparatus in use.

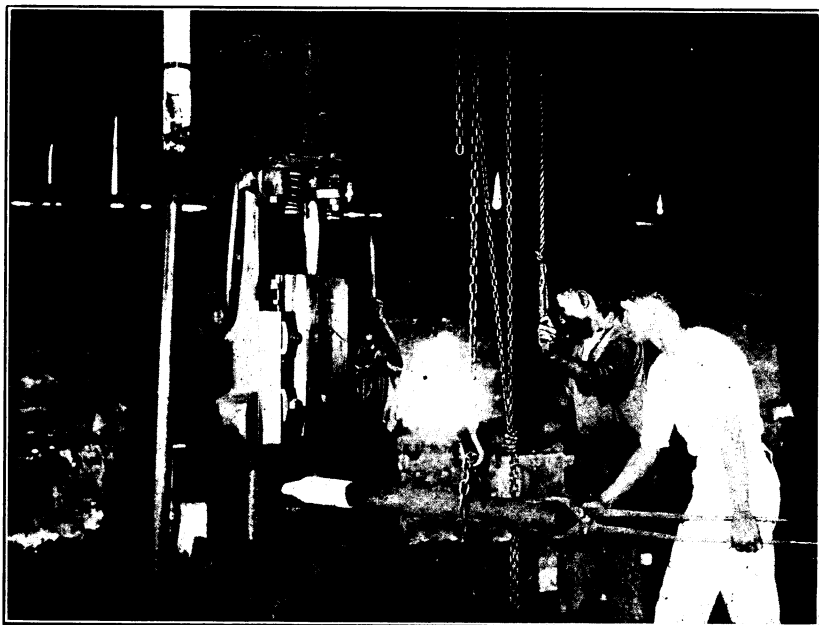


Athletes attending the Inter-Visayan Meet, 1913.





Students at work in the wheelwright shop, Philippine School of Arts and Trades, Manila.



Working a steam hammer, Philippine School of Arts and Trades, Manila.





largely due to the members of the Bureau of Education acting as individuals.

Track and field sports and baseball were the first to be taught to the boys. Basket ball was introduced somewhat later as a game for girls. These games were more spectacular and of course enlisted the interest of the people more quickly. It became very apparent, however, that these specialized forms of athletics did not reach more than a mere fraction of the pupils of the public schools. Since 1911, therefore, there has been a determined effort to introduce group games, calisthenics, indoor baseball, volley ball, and other forms of sport which permit of the participation of large numbers of pupils. Indoor baseball has rapidly gained in popularity and has practically crowded out basket ball as a girls' game. Since it requires inexpensive equipment and only a small space, it is rapidly becoming popular as a boys' game. Volley ball has also won a permanent place among the people.

That the introduction of these more general games has been accomplished without detracting in any way from the interest in the specialized forms of athletics is clearly shown by the rapid improvement in records. There is no intention on the part of this Bureau to reduce the amount of attention given to the specialized forms of sport. As a matter of fact, it is believed that the group games will serve eventually to greatly increase interest in them. It is too much to expect that one will continue in athletics with much enthusiasm unless he can do something well. Group athletics offer an opportunity for every normal pupil to make a good record, if he enters into these sports with energy. Many could not hope at first to do anything in the specialized forms of athletics. With the encouragement which they receive by doing something well in group athletics there is no doubt that many hundreds will take up the specialized and more difficult forms of athletics, which otherwise they would never have tried.

The organization of interprovincial athletic associations has had much to do with the spread and development of athletics; and the history of school athletic meets is largely a history of these associations' contests. The first of these associations was the Southern Luzon Athletic Association organized in 1904. Since that time the Central Luzon (1908), the Manila (1909), the Visayan (1909), the Ilocano (1910), the southern Tagalog (1910), the Cagayan Valley (1912), and the Agno Valley athletic associations have been organized. The Visayan Athletic Association has now been divided into two associations, the East Visayan and the West Visayan. At the present time the Cagayan Valley

Athletic Association is suspended. This brings within the organization of interprovincial associations all of the provinces under the control of the Bureau of Education, excepting Palawan, Mindoro, Zambales, the Mountain Province, Agusan, Bukidnon, Nueva Vizcaya, and Batanes. Zambales and the Mountain Province, however, will be admitted to the next carnival interscholastic meet. It is believed that it is only a question of a short time until the Mountain Province and the Province of Nueva Vizcaya will enter some association. It is not to be understood that the provinces mentioned as not belonging to interprovincial associations have no athletics. Many of them have intertown meets and some of them occasionally play off match games with other provinces. The Department of Mindanao and Sulu, which is to be under the administrative control of the Director of Education after January 1, 1915, has already progressed greatly in athletics and was a courtesy member of the East Visayan Association at the December, 1914, meet and won first place in the minor league of baseball teams in that association.

In 1911 a handbook covering all these branches of physical activities was prepared by the Bureau of Education and issued to the teachers throughout the Archipelago. In 1913 it was revised in the light of two years' experience and is now the guide for every form of play, calisthenics, and athletics that is given in the public schools.

The minimum area of standard school sites for barrio schools is 5,000 square meters and for central schools 10,000 square meters. These standard sites are sufficiently large to provide space for playgrounds. Up to date the Bureau of Education has acquired 1,338 standard school sites of which 919 are from 5,000 to 10,000 square meters in area and 419 are 10,000 square meters or more in area. All of these are playgrounds, although, on account of lack of funds, the regular playground equipment is lacking on most of them. Of the remaining schools all have some provision for playgrounds—in some private land is available for the purpose, in others the plaza is used; and a number the sites, while not standard in size, are sufficiently large to permit the laying out of playgrounds.

The following table will show the present interscholastic records in the Philippines. If these records are compared with the records made when athletics were first developed in the United States, the comparison will be very favorable to Filipino athletes. Steady progress is shown each year. It may be said that of the athletes selected to represent the Philippines in the Far Eastern Olympic games held in Manila in 1913, fully two-thirds were from the public schools.

Event.	Record.	Winner.	Province.	Meet.
50-yard dash .....	5½ seconds .....	Llaneta .....	Albay .....	Carnival, 1913.
100-yard dash .....	10½ seconds .....	Robillos .....	Cebu .....	Do.
220-yard dash .....	23½ seconds .....	Quintano .....	Albay .....	Bicol Meet, 1913.
440-yard run .....	53 seconds .....	Abian .....	Ilocos Norte .....	Carnival, 1914.
880-yard run .....	2 minutes 12½ sec- onds. ....	do .....	do .....	Do.
220-yard low hurdles .....	27½ seconds .....	Rabaya .....	Cebu .....	East Visayan, 1914.
Running broad jump .....	20 feet 8 inches .....	Cardenas .....	Occidental Ne- gros. ....	Carnival, 1914.
Running high jump .....	5 feet 5 inches .....	Jos e. ....	Batangas .....	Southern Tagalog Meet, 1914.
Shot put .....	45 feet 11½ inches .....	Ilanan .....	Cebu .....	Carnival, 1911.
Pole vault .....	10 feet 6½ inches .....	Abad .....	Albay .....	Carnival, 1913.
Discus throw .....	93 feet 9 inches .....	Rabaya .....	Cebu .....	East Visayan, 1914.
880-yard relay .....	1 minute 37½ sec- onds. ....	Cebu team .....	do .....	Carnival, 1914.
Mile relay .....	3 minutes 43½ sec- onds. ....	do .....	do .....	Do.

It has been necessary to give special training to Filipino teachers to prepare them to handle successfully the various games and playground activities. At first this was given by the American supervising teachers, and a large number of young men and women were developed who were capable of conducting these sports with efficiency. The demand, however, for competent instructors has become so great that it has been necessary to make special provision for the training of such teachers. In the 1914 Teachers Assembly at the Philippine Normal School, a complete course was given in athletics. This course included such subjects as the value of athletic courtesy, organization of athletics, group games, impromptu school-yard games, athletic-badger competitions, calisthenic exercises, the organization and conduct of the school playground improvements, hints on training, first aid to the injured, track and field practice, and playground English. Teachers who received this special training returned to their provinces and became instructors in athletics at the provincial normal institutes, where 4,015 teachers took this course. Much of the progress in athletics during the present school year has been due directly to this instruction.

Until a few years ago it was taken for granted that the officials at meets must necessarily be Americans. There was no doubt that, in many cases, even the Filipinos themselves felt that American umpires and referees would be less influenced by local prejudices. It soon became apparent, however, that the number of American officials would be entirely inadequate, and it was very clear that, if athletics were to be put upon a sound and permanent basis, practically all of the officials would have to be Filipinos. Two years ago the Director of Education issued instructions to the field to place Filipinos in positions as officials as rapidly as possible. A great many people looked upon this step with very serious misgivings. At the present time, however, it

would be safe to say that more than 95 per cent of the games played are refereed or umpired by Filipinos. One will find games now with hundreds of people in attendance, but with no American official in sight.

In no line of endeavor has the Filipino shown himself more efficient than in athletic sports. He who sees the Filipino athlete, the enthusiastic Filipino rooter, and the efficient Filipino athletic official, will find it impossible to accept many of the early estimates of the limitations of the Filipino people in physical energy, athletic interest, and organizing ability. It would be safe to say that the Bureau of Education has done no finer thing, and none which will be more lasting, than this development of the play and athletic spirit among the people.

#### INDUSTRIAL INSTRUCTION.

##### HISTORICAL.

Very soon after the organization of the present school system in the Philippines it became apparent to the supervising officials and teachers of the Bureau of Education that definite instruction along industrial and vocational lines should form an integral part of it. Little was being done in agriculture for instance, beyond the cultivation of a few staple foods, and the methods in use were those which had been followed by the farmers for many generations. The mechanical arts were limited in number and still in a primitive state of development, while a few household industries only, such as the weaving of mats, hats, and cloths, were being carried on with some degree of success.

To touch the life of the people at really vital points through proper industrial training in the schools required the accumulation of a considerable amount of data regarding prevailing economic and industrial conditions, as the basis for the formation of industrial courses adapted to the needs of the children.

Tentative outlines of such courses were prepared and began to appear during the years 1904 and 1905, and the teaching corps began to give greater emphasis to industrial work in the public schools. However, as late as the fall of 1907, much of this work was of a miscellaneous and haphazard character. An Insular exhibit assembled in Manila late in that year consisted, in the main, of small models of agricultural implements, household utensils, and implements used in connection with fishing. A very small per cent of the work exhibited was salable, with the exception of a small amount of furniture made in the provincial trade schools. The real growth of industrial work in the Philippine public schools dates from the year 1908, when a very

general impetus was given to such training through a reorganization of the primary and intermediate courses, a definite portion of the school day being set aside for industrial work. The fact that no normal pupil is promoted from a primary or intermediate grade without participating in industrial work, indicates how thoroughly that work has been incorporated into the public school system and how important it is considered.

This recognition of industrial work led to the preparation of a considerable number of bulletins and publications that contained outlines of industrial courses and instructions for teaching them. At the same time the work given at the annual vacation assembly and division normal institutes was reorganized so as to give Filipino teachers additional training along industrial lines. Since then, both at the assemblies and the institutes, considerable emphasis has continued to be placed upon the strictly industrial features of the school program.

The transition from the bookish type of education prevalent in the public schools of the Spanish regime to a system of instruction including physical, industrial, and academic training has taken place gradually and in a manner to win the moral and financial support of the people. In a few instances they have failed to grasp at once the significance of some forms of the industrial training introduced, but where dissatisfaction has arisen, it has almost invariably disappeared, for parents have come to realize better the bearing of such work upon the future success of their children and the ultimate good of their country. It may be stated that, in a very large measure, the program of industrial instruction as now given in the public schools is receiving the consistent and hearty support of the people.

#### THE OBJECTS PURSUED IN INDUSTRIAL EDUCATION.

The aims of industrial instruction are found in the capacities and needs of the people, and in the natural resources of the Islands and their backward state of development.

The people possess a considerable degree of manual dexterity coupled with infinite patience, while their economic and social well-being is below that existing in many countries. To raise the standard of living, to improve the home and home life, to provide better methods of doing the routine work of the home—the needlework, cooking, sanitation, care of infants—and to supply the home with the necessary household conveniences are purposes the attainment of which must be provided for in any adequate educational system. The inclusion in the present courses of study of subjects which train children to work out

satisfactorily problems whose solution means the betterment of home life is not only opportune, but of prime necessity.

The Philippines possess vast unused resources—hundreds of thousands of hectares of fertile land, hundreds of millions of cubic feet of first-class timber, and valuable mineral deposits. The development of these resources will mean the prosperity of this country and its citizens. To increase the production of raw materials and to bring about their manufacture into finished articles of commerce is an important aim of the prescribed program of industrial instruction. Filipino children are being taught to take an active part in the economic life of this country. Hand training is pursued not only to give manual skill and dexterity, but also to make the child a potent factor in contributing to material development. This result is being obtained, even in the primary grades, by making the industrial work have a real commercial value. When pupils in these grades realize that the baskets and embroidery they are making and the garden products they are raising represent more money for themselves and their families, there results not only a wider appreciation of the importance of such work, but also the preparation of many potential workers, who will later contribute directly to developing the resources of these Islands. Such training with the commercial side further emphasized is continued in the intermediate grades in agriculture, woodwork, and household industries, and is increasing the number of prosperous adult workers trained to engage in industrial and agricultural enterprises.

#### OVERCOMING DIFFICULTIES.

As the need for placing more emphasis upon industrial training became apparent, teachers had to discover what kind of training to give and how to give it. The beginnings were fragmentary in character, one teacher including some work in gardening, another attempting to work out some baskets, a third carrying through some problem in home improvement, and a fourth endeavoring to utilize the numerous Philippine hard woods. Gradually a considerable number of teachers began to acquire a body of information and experience upon which some definite plan of industrial training could be based.

Plans were put into effect to meet the growing demand of the schools for skilled teachers, and through special assemblies and the reorganization of the intermediate course, the training of teachers in industrial subjects began to assume a very definite and practical form. A special teaching course in the intermediate grades was organized, normal industrial instruction was

included in the courses of the Philippine Normal School and the Philippine School of Arts and Trades, while Insular teachers' assemblies and provincial normal institutes were held in order to give teachers training in specific industrial subjects. How effectively such a plan of normal training has worked out may be inferred from the plan of the 1914 Vacation Assembly and division normal institutes.<sup>1</sup>

The purpose of both the 1914 assembly and institutes was to improve the qualifications of teachers, to extend the use of models and samplers, to hasten the adaptation of industrial courses to specific localities, and to emphasize further standardization in all phases of industrial work and specialization in certain subjects. The work of the normal institutes was greatly facilitated by the outlines of the different courses and the various samplers, which the teachers took back with them from the vacation assembly and used in giving instruction in the institutes. In eight divisions, traveling industrial instructors from the General Office were present to aid in the work.

Of a total of 55 distinct courses offered at the 1914 Vacation Assembly, 43 were taught in the institutes to 4,597 men and 2,140 women teachers. No province offered more than 30 courses, while one gave as low as 10. The largest enrollment in the industrial classes was in primary gardening. Basketry, plain sewing, and primary gardening were given in every province. All but five provinces gave instruction in embroidery. Nearly 500 male teachers enrolled in the elementary and advanced classes in plain sewing.

The Filipino viewpoint respecting manual labor, before the present plan of industrial work had been thoroughly established in the public schools, was similar to that prevailing in other parts of the Orient where persons engaging in manual work were, until recently, considered to be at the foot of the social scale. The attitude of the Spanish Government, during its many years of rule, did not tend to raise in the popular esteem the position of persons pursuing the different trades and skilled occupations. That the Filipino, however, was not bound by prejudice with respect to such matters may be inferred from the readiness with which he has come to accept the present plan of popular education. The instances in which public school pupils trained in different manual occupations, have obtained positions of trust at a satisfactory remuneration, have done much to convince the public at large of the dignity of manual labor and its place in any progressive country.

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<sup>1</sup> See page 28 for account of the general plan of organization.

## THE FOUR PRINCIPAL LINES OF ENDEAVOR.

*Household industries.*—It has been the purpose of this Bureau to extend the established home industries and to introduce new ones, not that they will in any degree supplant agriculture or other existing industries, but that they may supplement these industries. Agriculture is the principal pursuit of the Filipino people, but there are certain seasons in all parts of the Islands when those who till the fields are not busy all the time, since they are awaiting the return of the season for cultivating and planting the fields or for harvesting the crop. During these periods of inactivity, the annual income can be considerably increased, if organized industries exist through which the disposal of handicraft articles may be facilitated. Furthermore, there are in the Islands from two to three millions of women who can, with advantage, take up some form of home work, such as embroidery or lace making. It is in this large field that the Government has undertaken to encourage home industries that will promote the welfare and prosperity of the entire country.

Effort is consequently being made to establish home industries along lines similar to those followed in the countries of continental Europe. Local materials as well as foreign are used in fabricating a large variety of articles well adapted to manufacture in the homes of the people. Thirteen new fiber plants yielding 16 new fiber materials have been discovered, and from 5 previously known fiber plants 10 new materials have been obtained. Furthermore, from 29 fiber materials already known 63 important new articles have been fabricated. Some of the industries which are taught in the public schools are embroidery, bobbin lace, point lace, Irish crochet, weaving, macramé, basketry, slipper making, the weaving of various articles from the multitude of native fibers, pottery, bamboo and rattan furniture making, and cabinet work.

The promotion of this work is being facilitated by the School of Household Industries, which has been in operation for more than two years. Women enter the school for a course of instruction, upon the completion of which they return to their homes, organize classes, and establish working centers for the production of lace and embroidery.<sup>1</sup>

*Trade instruction—Woodwork.*—Since the introduction of commercial work in one of the provincial trade schools in 1907, this type of shop work has been introduced very rapidly into other schools and at present is given in all trade schools and provincial school shops, as well as in many of the municipal

<sup>1</sup> See page 44 for a fuller treatment of this school.



school shops. The first trade school to undertake commercial work did a business of about ₱5,000 in 1907. From 1907 to 1910, the work was extended to three other trade schools and resulted in a total output of ₱85,000. During this period the four schools had an average enrollment of 450 pupils.

Since that time the number of trade schools has increased each year, with a corresponding increase in the attendance and the value of work sold. During the year 1914 there were 19 authorized trade schools with an attendance of 2,304 pupils, and an output of ₱147,672.62. Of this amount the pupils received ₱27,191.70 for work done outside of school hours, the cost of material was ₱77,547.96, and the Government surcharge amounted to ₱27,071.13. During the same period 13 provincial school shops with 748 pupils sold ₱10,981.37 worth of work, and 267 municipal school shops with 4,722 pupils, produced articles to the value of ₱37,894.28, thus making the total value of the work turned out by trade schools and school shops during the year 1914 ₱196,548.27. The total value of commercial work sold from all schools since the introduction of this work in 1907 is ₱909,653.99. Of this grand total the amount paid to students was ₱198,697.95, the cost of materials was ₱511,095.71 and the profit to the Government was ₱128,558.28. The value of tools and machinery in the trade schools and provincial school shops is ₱252,246.77. In 1901 a trade school was established in Manila, and from that time to 1907 a few other smaller schools were organized, but during the entire six years preceding the introduction of commercial work practically no articles whatever were sold, the shop work being confined mostly to "exercises" similar to "manual-training" work. During the above period lumber and other supplies were issued to the school shops and dropped from the records of the Government as expended; but with the increased use of supplies attendant upon the introduction of commercial work, it became necessary for the Government to introduce a simple method of accounting for material and labor expended in the construction of furniture. The original accounting system was revised last year by the Bureau of Audits and is at present complete in every detail and much more comprehensive than the usual accounting system used by many large industrial establishments in the United States.

The introduction of commercial work in the trade schools has not only resulted in a great saving in Government funds, but has also brought in considerable revenues to the Government and has helped many deserving young men to put themselves through school and to acquire a practical training in one of the most important trades of the Islands. The educational value of com-

mercial work has been so thoroughly demonstrated that it scarcely needs any further comment than the statement that nearly 100 per cent of the graduates of the trade schools have been successful in whatever occupation they have selected.

*Housekeeping.*—Plain sewing or garment making is prescribed for all girls in the four grades of the primary course. During the first two years a series of graded exercises is provided, embracing practically all of the essential operations employed in ordinary home sewing; in the last two years a progressive course in garment making is followed in which the pupils actually make the garments ordinarily worn by them or by different members of their families. Instruction in simple cookery, using the utensils and ingredients common to the average home, is encouraged in Grade IV and is being rapidly extended.

In the intermediate grades, five hours and twenty minutes of housekeeping is prescribed each week for the entire period of three years in the general and teaching courses, and double this amount of time in the course of housekeeping and household arts. Definite courses are prescribed in garment making, cooking, hygiene and sanitation, weaving, embroidery, lace making, and crochet.

*Agriculture.*—The following types of activities are units of the agricultural program:

1. Agricultural schools.
2. Farm Schools.
3. Settlement farm schools.
4. Gardening—
  - (a) In intermediate grades.
  - (b) In primary grades.
  - (c) At home.
5. School-ground improvements.
6. Nurseries and tree planting.
7. Food campaigns—
  - (a) Corn.
  - (b) Yams.
  - (c) Sweet potatoes.
  - (d) Legumes.
8. Garden days and agricultural fairs.
9. Extension work.

In the agricultural schools the main emphasis is given to agriculture, and dormitory accommodations are provided for the students. There are four agricultural schools which are in session during the entire year, the largest being the Central Luzon Agricultural School. There are 657 hectares in the school farm, 105 hectares of which are under cultivation. The school is operated as an industrial community.

A farm school is a type of intermediate school that gives

instruction in farming adapted to meet conditions in the Christian provinces. A model farm of from 10 to 12 hectares is cultivated. The course in farming and the course in housekeeping and household arts are given in all farm schools. There are at present 8 farm schools in as many different provinces. These schools are supported jointly by the Bureau of Education and the provinces and municipalities in which the schools are located. Home extension work is emphasized, as is seed selection and the intensive cultivation of local and staple crops. Each farm is organized as a model Filipino farm, although it is furnished with such additional equipment as correct agricultural education demands.

A settlement farm school is a small farm organized as the nucleus of a non-Christian settlement, with the object of giving elementary instruction in English and in raising farm products to aid in subsisting the settlement. There are 48 of these schools, which are in session throughout the year. Academically all pupils are in the primary grades and half the boys' time is spent in practical field work. Simple household duties and home industries are taught the girls. About 75 hectares are under cultivation at these schools.

Gardening in the form of caring for the lawn and ornamental plants on the school premises is required of all schools. Each boy in the primary grades who is physically able is required to have a home garden, the area of which must be four times the amount of land cultivated by him at school, 20 square meters being the minimum requirement. The home work of pupils is inspected and credit toward promotion given. The selection and saving of seeds and the growing of the native vegetables liked by the people of the community are emphasized. In the general course and the course in teaching advanced gardening is studied in one or more grades. Nursery work is a feature of all intermediate school gardening.

The 1913 corn campaign was a continuation of that held during 1912 and extended over into the early part of the year 1914. It proved even more successful than that of the preceding year. The 1912 corn campaign helped to direct the attention of pupils, teachers, and the public at large to the desirability of increasing the cultivation of corn and of using it as a human food. This campaign emphasized two facts—the advisability of increasing the variety of foodstuffs for local consumption, and the urgent need, in most provinces, of another staple food crop to meet the frequent food crises resulting from the failure of the annual rice crop, due to drought or to the inroads of pests. This effort stimulated interest in corn and is in part responsible for a far-

reaching activity among the people in enlarging the area of land planted to corn. It has also inculcated a wider appreciation of corn as a food.

As in 1912, corn posters were widely circulated, lectures on corn were given, "follow-ups" distributed, and corn demonstrations held generally. In contest No. 1, to determine the grower of the largest amount of corn produced on 100 square meters of ground, 19,270 boys were entered; in contest No. 2, to select the grower of the five best ears, 24,291 boys were enrolled. Every locality in the Philippines to which the school system has been extended was reached directly, and boys were trained to select seed corn and to apply the various important facts that must be considered in producing a good crop of corn. Forms for recording all important data in connection with the campaign were issued to the field.

In connection with the contests 1,783 lectures were given, at 997 of which pertinent questions were asked the lecturer; 373,185 people attended the lectures, of which 131,129 were men, 67,604 women and 174,452 children. The extent to which the corn campaign may have influenced the wider cultivation of this cereal is shown by the fact that for 1912, 302,506 hectares were planted to corn while in 1913 there were 383,709. In the former year 2,500,000 cavans were harvested, while in the latter year the yield was nearly 4,500,000 cavans. The average yield per hectare in cavans increased from 8.2 in 1912 to 11.3 in 1913.

The Bureau of Education issued certificates to the winners of first, second, and third places in each contest for the Philippines and for each province. In addition to these certificates, prizes were provided in 24 provinces. The final corn exhibit for the Islands was held in connection with the 1914 industrial exhibition of this Bureau.

Extension work is carried on by teachers by means of supervising the home gardens of pupils and of visiting the farmers of the locality to advise them regarding seeds and other agricultural matters. Improved seeds are distributed and the farmers of the locality have the free use of the services of the breeding animals at the schools. Pure-bred animals are exchanged for native stock, pound for pound, when they are not needed for breeding purposes on the farms. Civico-educational lectures on agricultural topics are translated into the local dialects and given to adults in the barrios by school-teachers and other interested persons. Corn demonstrations and exhibits and garden exhibits have in many places assumed the form of agricultural fairs at which prizes are given for the best farm and garden products.

## SECONDARY PROBLEMS.

The fact that such a large proportion of school-made articles is of a salable nature and that pupils are being trained as producers of commercial work, brings up the problem of the disposal of articles made in the schools and in the homes of the people. Furthermore, a considerable number of lines of industrial work carried on in the public schools are now so highly standardized and the prospects for introducing them into the homes so favorable that the commercial aspect of the situation is a matter of not only future, but immediate concern.

Thus far a large part of the school output has been disposed of locally at sales centers operated in the different schools of the various municipalities and provincial capitals, or at municipal, provincial, and Insular exhibitions which are held from time to time by the school authorities. A condition is fast being reached, however, both in and out of the schools, which will necessitate the handling of the growing supply of handicraft products through regular trade channels. The Government Sales Agency was established partly for this purpose, and has done what it could to establish trade connections. The need of a sufficient number of middlemen, brokers, or agents at important commercial centers, who will take up the products of the worker and find a market for them is, nevertheless, being increasingly felt. Within the past year or so a few agents or brokers have concerned themselves with this matter, but it does not appear that the business confidence and relations between the workers and brokers necessary to insure a ready disposal of products have yet been established. It is believed, however, that the character and quality of the product of the Philippine handicrafts is fast reaching a condition that will encourage brokers and agents to undertake the marketing of the articles produced.

A brief account of the 1914 Insular exhibition of this Bureau throws some interesting light upon the character and amount of industrial work done during a part of the 1913-14 school year. This exhibition was held in connection with the Second Philippine Exposition in February, 1914. It was housed in its own special building erected by students of the Philippine School of Arts and Trades. All provinces sent samples of the best industrial work made in the schools. Over 51,000 articles were placed on exhibit, valued at nearly ₱99,000. By grouping the exhibits by provinces and, to a certain extent, by classes of work, it was possible to make valuable comparisons in the development of each class of work being taught in the various provinces. In addition to the exhibit of handicrafts, fine needlework, and woodwork, a special display of the work of farm schools was held.

Demonstration work in connection with the preparation and serving of corn foods was also carried on. The awarding of certificates by the Philippine Exposition Board to provinces and schools showing excellence in the various kinds of industrial work served to stimulate interest in the exhibition.

With further reference to the disposal of school products mention may be made of the participation of this bureau in the Philippine Exhibit to be shown at the Panama-Pacific International Exposition. For nearly two years this bureau has been perfecting its arrangements and working out the necessary details in order that it might be suitably represented at this exposition. This work is now practically completed and the material which has already been forwarded will, it is believed, adequately acquaint interested visitors with the different industrial features of our school system.

To illustrate the different phases of industrial work being carried on in the public schools, the Bureau of Education will exhibit articles made in the various industrial classes, charts illustrating in statistical and graphic form the character, organization, and growth of the different lines of industrial work, models of articles, transparencies, photographs and publications. Representatives of the Bureau will explain this material properly to the public. At the exposition there will be shown nearly ₱100,000 worth of industrial articles secured either at the 1914 Industrial Exhibition of this Bureau or from the field during the present school year.

At different times this office has had to fill requests for exhibits of school industrial work from private individuals and institutions in the United States. Among others to whom exhibits have been supplied are the National Museum at Washington, the Field Museum at Chicago, and the Commercial Museum at Philadelphia. During the present school year there has also been gathered a large collection of original types of Philippine basketry which was shipped to the Albright Museum of Buffalo, New York. This collection consists of nearly 1,000 articles, many of them of considerable value in that they would be very hard to duplicate. Nearly a year was spent in collecting these articles from different parts of the Islands.

#### SOME PERTINENT FEATURES OF THE YEAR'S WORK.

The past year has shown a steady growth in all phases of industrial work. This is true both of the character of the work done and of the amount of salable articles produced. Above all, the problem of standardizing the different lines of industrial work has been carried forward successfully. Coexistent with

the plan of standardization, greater attention has been given to the problem of centering the efforts of communities on those handicrafts and industries which, by reason of local conditions, are capable of greater development. Appreciation of the value of industrial work is greater than ever before.

In the furtherance of these undertakings, various means have been utilized. Embroidery designs graded to keep pace with the advancement of the pupils and selected with the idea of developing a home industry have been widely issued to the field. In addition some 5,000 perforated patterns have been supplied the field. These patterns bear written instructions for using and a statement of the quantity and quality of materials needed, the number and make of embroidery thread, the stitches which are a part of the design, and the amount of padding necessary. Reports from the field show that these designs and patterns have been of great help in securing satisfactory results in embroidery work.

Designs are furnished the field not only for embroidery, but also for the various handicrafts. These are sent out only after they have been practically tested through the manufacture of the article called for in the design. This testing is done by artisans attached to the General Office, who are pensionados from the Philippine Normal School and receive credit for this demonstration work as a part of their industrial training.

Work on the preparation of industrial plant folders which are to represent the 50 most important industrial plants in the Philippines has been carried nearly to completion. Forty complete sets, or 2,000 folders, are being prepared. Each folder contains two photographs, one or more special drawings of the plant and its essential parts, a written description of the plant, and about five sets of herbarium specimens.

While there is a wealth of industrial materials for handicrafts, which in their natural state permit of satisfactory color combinations for baskets and similar articles, there are others like abaca, buntal, and buri raffia which, when dyed, may be worked out in very pleasing color effects. Considerable experimentation with material suitable for dying has been carried on in the General Office and color charts for the various materials have been furnished the field.

Among other aids in furthering the standardization of industrial products is *The Philippine Craftsman*, in which are published criticisms of school work as well as approved designs, frequently accompanied by specifications. Technical bulletins, some 35 of which were issued in 1914, keep the field informed

concerning prices of materials, changes in design and other special points; and so tend to prevent loss and imperfect work.

For some five years there has been in the General Office an industrial museum in which are to be found a collection of the best specimens of handicrafts and fine needlework made in the public schools. A large part of these museum articles may properly serve as models. These articles are sufficient in number to permit the formation of several traveling industrial exhibits which are sent out to provinces needing them, often in company with one or more of the seventeen traveling industrial instructors. These instructors, who are all very proficient in one or more lines of industrial work, are kept traveling in the provinces to carry on the work of standardization. Six traveling exhibits have been in circulation during the first six months of the school year 1914-15.

The General Office keeps in close touch with the plan and progress of industrial instruction through (1) reports from the field made by the division industrial supervisors, who submit semestral reports concerning all phases of industrial work; and by trade school principals, who, in the main, supervise and report upon the conditions in school shops; (2) reports made by five inspectors and supervisors attached to this office, who render full reports of conditions noted by them on their trips, besides supplementing in a helpful manner the written instructions sent out from this office.

#### BUILDINGS, SITES, AND GROUNDS.

The Bureau of Education inherited from the Spanish Government a number of school buildings, most of them old and all of mediæval type. They were generally 1-story structures of stone, wood, or brick whose thick walls were pierced by small windows which afforded insufficient air and light. The low ceilings helped to accentuate the lack of these schoolroom necessities. In many cases they were damp and otherwise unfit for school purposes. These buildings had been quite generally used in the days of military activity as soldiers' barracks, and many of them had been damaged and some almost completely destroyed. Nearly all of the school equipment had been lost.

It was necessary, therefore, for the teachers at the outset to give much attention to the housing of the public schools. In some instances with a little reconstruction work the buildings were transformed so as to be more adequate for school purposes. Frequently buildings were rented or given rent free by public-spirited citizens. In other cases schools occupied rooms in municipal buildings, where arrangements were at best far from



satisfactory, or newly constructed buildings of a temporary or semipermanent character.

During this period experiments were made with several types of buildings in an effort to evolve a type which, while employing much light material in its construction, could later be transformed into a permanent structure. These buildings usually had a permanent frame of good timber, bamboo floors, sawale or nipa sides, and nipa roofs, the plan being to replace the temporary materials later by permanent materials. In one division experiments were made with using stone piers with a view to making the whole building permanent when funds would permit. The fact that teachers and school officials were occupied with other urgent questions and that there was a scarcity of funds, rendered it impossible to give consistent attention to a permanent building program during the first years of the school system.

The first Insular appropriation for the construction of school buildings was ₱350,000, provided under Act No. 1275 passed December 6, 1904. This money was voted from the congressional relief fund for the construction of buildings for intermediate and high schools. Act No. 1580, passed December 22, 1906, appropriated ₱300,000, and Act No. 1688, passed August 17, 1907, provided ₱350,000 for the same purpose.

It was not until the inauguration of the Philippine Assembly in 1907 that any Insular appropriations were provided for the construction of municipal school buildings. The first Act of the Assembly was the passage of the Gabaldon Law, December 28, 1907. This act provided that a maximum of ₱4,000 might be allotted to a barrio on condition that the municipal council furnish a sum equal to at least one-half of the Insular allotment. Under the provisions of Act No. 2029 this maximum was increased to ₱5,000 and funds were to be allotted under the same conditions. It was expected that the construction program would be begun at an early date after the passage of the Gabaldon Act. However, several difficulties presented themselves.

In the first place, it was necessary to prepare a set of suitable plans which would provide buildings of a permanent type adequate for school purposes and which could be constructed with the funds available for the purpose. It was clear that the plans which had been used in the construction of intermediate and high schools could not be adopted on account of their high cost. Besides it was necessary to survey school sites and to make application for their registration before allotment could be made to municipalities under the provisions of this act. The facilities of the bureaus concerned with the survey and registration of

school sites were not adequate for this rush of work, and it was some time before the necessary organization was perfected.

With the advice and assistance of the Consulting Architect, the buildings division of the Bureau of Education, which was organized for this purpose, prepared plans for standard 1-story school buildings of reinforced concrete with iron roofs and timber of satisfactory grade. A series of plans for buildings of from 1 to 20 rooms was completed. The unit plan of construction was adopted, the plans making the construction of additional rooms possible without destroying the symmetry of the building. During 1910 these plans were perfected; and arrangements were made for the construction of a large number of buildings.

In addition to the Gabaldon Act, certain special Acts of the Legislature have been passed appropriating sums of money amounting to ₱500,000 to aid provincial capitals and other large municipalities in the construction of central school buildings. Such action was necessary, since the conditions existing in the provincial capitals are exceptional. The expenses of administration are extraordinary and, besides, a large number of pupils from outside attend school in the provincial capitals and thus throw an extra burden of expense upon these municipalities.

In carrying out this construction program the Bureau of Education has had to overcome many difficulties, but the program was early justified, since experience showed that the construction of semipermanent buildings was not good economy. These buildings cost nearly as much as buildings of reinforced concrete, and, because of the destructive attacks of white ants and the ruin caused by periodical typhoons, lasted, in many cases, only a few years. Buildings constructed under the standard plans of the Bureau of Education cost only a little more than ₱2,000 per room and, considering the life of the building, they are in the end the most economical.

As a rule, therefore, it is better to plan for the construction of permanent buildings, excepting in certain special cases where it is possible to erect semipermanent buildings at very small cost. It may be said that the people of the barrios are generally entirely willing to construct temporary school buildings at no cost to the Government. The minimum requirements for temporary structures are classrooms 7 by 9 meters; floor, 1 meter from the ground; ceiling, 4 meters from floor line; nipa roof; sawale or nipa sides; bamboo or wooden floor; and window area the same as specified for standard buildings.

Since the passage of the Gabaldon Act in 1907, 275 permanent concrete school buildings have been erected containing 1,188 rooms. During the year ending December 31, 1914, 60 standard

concrete buildings were constructed. Five reconstruction projects were completed during this period. Altogether 326 towns have received Insular allotments for school buildings under the provisions of the Gabaldon Act. There are at present 748 permanent school buildings containing 3,950 rooms. The Bureau of Education has provided buildings for 28 trade schools and manual training shops, 24 provincial schools, and 4 dormitories for girls. On account of the reduction in the revenues of the Government due to the outbreak of the European war in 1914, the construction of permanent buildings has been suspended temporarily.

The extension of the school system and the completion of suitable school buildings have made necessary large additions to the equipment. At first a large number of pupils in the public schools were unprovided with desks and were compelled to sit on the floor. This condition has been largely remedied by the purchase of school desks from local manufacturers and by their construction in provincial and municipal school shops. At first, a large number of adjustable American desks were purchased for the use of the schools, but their high cost and the ease with which they were broken rendered further purchases inadvisable. The desks now made in the school shops are cheap, and can be transported from place to place without much danger of breaking. If their construction is carried out for another year or two, there will be few schools that are not amply provided with adequate seating equipment.

For the last two years special attention has been given to the provision of adequate toilet facilities in connection with the schools. Very few of the towns in the Philippines have a city water system and, as a result, the problem is a very difficult one to solve. In most of the towns sufficient funds are not available for the provision of a septic vault system, which is the most satisfactory where a city water system is lacking. The pail system has been found to be very unsatisfactory, since caretakers cannot be secured at reasonable salaries and in many towns cannot be secured at all. The pit system is not entirely satisfactory, but, on account of its low cost, can be adopted in any school. Several provinces report that all of their schools have been provided with such facilities more or less adequate, while others are extremely backward in this respect. However, the improvement has been very great during the present school year.

No attempt was made by the Spanish officials to secure adequate grounds, and the schoolhouses generally stood flush with the street with little or no space in the rear or on the sides of the building. At first the American school authorities gave very

little attention to the acquisition of suitable school sites. Neither athletics nor school gardening had been greatly developed, and there seemed to be no great need for large sites. Furthermore, the public schools were so wretchedly housed that teachers were generally satisfied if they could secure decent buildings.

In 1911, however, the Director of Education decided to make no further Insular allotments for school buildings unless the sites met certain conditions. The minimum requirements for barrio sites was fixed at 5,000 square meters and for central school sites at 10,000 square meters. Besides, the lay of the land and the nature of the soil must be suitable for school gardens and athletic purposes. There was considerable opposition to this policy, many feeling, evidently, that it would so increase the difficulties of securing suitable school buildings that the building program would necessarily be held up. Furthermore, the people had to be educated to the point where they could see that school gardening and athletics required a departure from the Spanish conception of an adequate school site. A great many people, too, felt that it would not be possible to keep larger school sites in condition and that the smaller sites well kept would be far better than larger sites overgrown with weeds and grass. Now this opposition has disappeared.

School grounds are considered as improved when they meet three or more of the following requirements:

1. Inclosed with a woven-wire fence with concrete or first-group timber posts.
2. Properly filled and leveled for lawns and playgrounds.
3. A well-established lawn.
4. Provided with adequate playground facilities.
5. Properly planted with trees and shrubs.
6. Provided with permanently surfaced walks.

It is not possible to complete all of the necessary improvements on a school's ground in a single year, and, to avoid the undoing of work already accomplished, this Bureau has adopted the policy of making permanent plans for the improvement of school grounds. Thus the work done in any particular year brings the school nearer to the perfection of these permanent plans. This policy has been carried on with much success. The most attractive and best kept premises in a town are usually those of the public schools; and in many towns it is very evident that these improvements are influencing the people generally to give more attention to the improvement of their own premises.

The present program of the Bureau of Education may be summarized as follows:

1. The construction of permanent buildings wherever funds

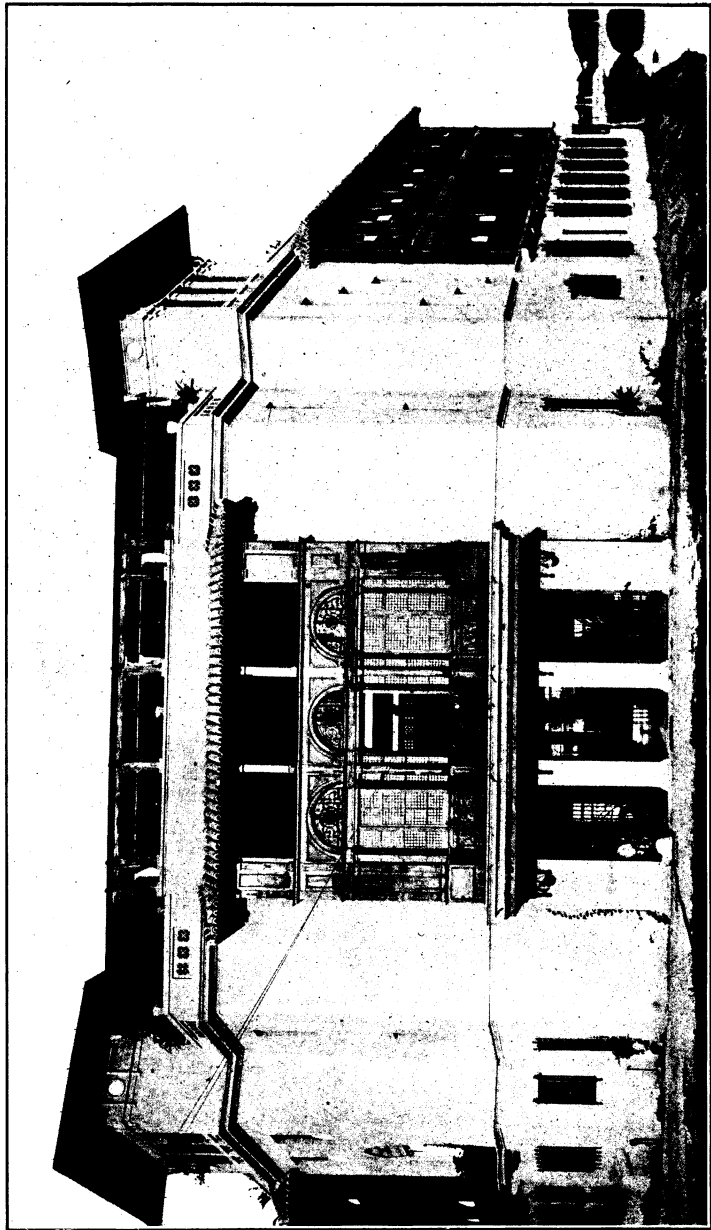


School garden, San Andres Primary School, Manila.



A well-kept school garden, Bulacan, Bulacan.





Normal Hall, Manila. A dormitory for young women students.







San Andres Primary School, Manila, Bureau of Education standard plan No. 20.

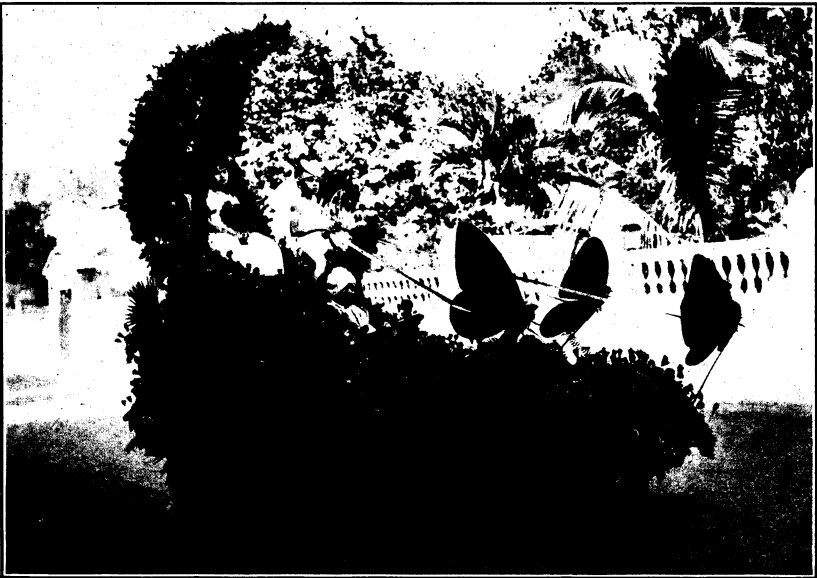


Kabangan Barrio School, Camalig, Albay, a mixed-material temporary building.





Second-year high school class costumed for "The Merchant of Venice," Albay, Albay Province, 1915.



Pao Primary School, Manila, as represented in the Floral Parade, Philippine Carnival, 1915.



can possibly be secured for the purpose and, when funds are not available, the construction of temporary buildings meeting certain minimum requirements.

2. Ample sites must be secured wherever Insular allotments for school buildings are to be made; and school authorities are encouraged to secure standard school sites as rapidly as possible, even if the buildings to be erected are of temporary type. The minimum requirement for barrio schools is fixed at 5,000 square meters and for central schools at 10,000 square meters. Wherever it is possible, the Bureau of Education insists upon ten hectares as a minimum site for provincial schools.

3. The improvement of school grounds according to carefully prepared plans.

4. The provision of suitable school furniture, including desks, tables, bookcases, etc., for every school.

5. The provision of suitable sanitary facilities in connection with all public schools.

#### SPECIAL PROJECTS.

A three-story concrete building was completed two years ago for the use of the Philippine Normal School. A dormitory for girls was completed on the Normal School site in November, 1914. This is a splendid 3-story building that accommodates about 260 girls. The construction of the buildings for the Philippine School of Arts and Trades, which was to have been undertaken during the present year, has been delayed on account of adverse economic conditions. The preliminary plans for these buildings are completed, and their construction will be undertaken at the earliest possible date. During 1914 modern reinforced concrete high school buildings were completed in the provinces of Taya-bas and Laguna.

Special appropriations for the non-Christian provinces have made it possible to construct in previous years adequate school buildings in Kiangnan, Bontoc, Cervantes, Baguio, Tagudin, Buntuan, and Aborlan, and a special school building for the Igorot girls of the Bua School was completed in 1914.

#### THE SCHOOLS AS A CIVIC FACTOR.

After the fortunes of war had transferred the Philippine Islands from the tutelage of Spain to that of the United States, the latter nation declared as its policy the establishment of a democratic form of government in the Archipelago. To prepare a larger proportion of the Filipino people for participation in such a government was one of the chief purposes of the establishment of the Bureau of Education. This preparation included,

first of all, giving the Filipino people opportunity of acquiring a common language as a step of prime importance in the development of national unity. The selection of English as this language meant contact with ideals compatible with democratic government, and the appointment of American teachers meant contact with these ideals embodied in personalities and therefore in the form most potent to influence the Filipino youth. The effective carrying out of this policy depended, not so much upon the establishment of a democratic form of government, as upon the development of a truly democratic social organization. Athletics and industrial work have contributed much toward the democratization of the people, and all phases of school activities have worked together to promote the growth of a middle class which, experience has proved, is a requisite for successful popular government.

Definite training for citizenship is given in the primary, intermediate, and secondary courses. In grades III and IV, village improvement societies are organized whose members receive practice in holding deliberative meetings, and discuss the needs of the municipality with reference to sanitation, roads, public buildings, and government. These societies at times organize as municipal councils to consider questions of this sort. Such societies took a prominent part in the activities of "clean-up week," December 14-20, 1914, and throughout the year do much to improve streets, plazas, and school and home premises. More advanced instruction in citizenship is given in the intermediate and secondary courses, and various societies of pupils afford practice in conducting meetings at which questions of interest to all citizens are often discussed. This training is bound to have its influence upon the electorate, which, in ten more years, will be composed largely of graduates of at least the primary course in the public schools. A boy who has completed the primary course is qualified by education to be an elector and, under present law, practically all future increases in the electorate will consist of those who will qualify on account of their knowledge of English, rather than on account of the possession of property or the holding of office under the Spanish régime.

The public schools are making a notable contribution to the body politic. Of the voters who, at the present time, are qualified as electors because they possess certain educational qualifications, a considerable percentage claim an education in English. During the school year 1912-13, 10,938 boys completed the primary course. During the school year 1913-14, 11,398 boys completed the same course. These 22,336 boys,

potential electors, the output of the primary grades of the public schools of the Islands for only two years, equal approximately  $22\frac{1}{2}$  per cent of the present number of electors claiming educational qualifications; and the number of boys who graduate from the primary course is bound to increase steadily.

As an evidence of the increasing popularity of the public school system and the growing demand for primary education, it is only necessary to invite attention to the fact that of the whole number of primary graduates in the past ten years considerably over one-third completed the course during the 1912-13 and 1913-14 school years. These boys who finished the primary course at the average age of between 14 and 15 years have, it is believed, had a training that, when they become of age, will place them considerably above the average elector in breadth of view and comprehension of the country's needs. Graduates of the intermediate and secondary courses are still better prepared for citizenship. In 1914, 3,540 boys and 1,045 girls completed the intermediate course, and from this class one may expect many local leaders. In 1914, 340 boys and 67 girls completed the secondary course, which fits them for leadership in a broad way. These figures will serve to give some idea of how great is the work of the Bureau of Education as a civic factor.

The public schools have not only created an enthusiasm for education, but have also played an important part in the general intellectual awakening which is taking place, and which is an indispensable condition of civic efficiency. Outside the public schools the chief evidence of this awakening is the great increase in newspapers and in the number of their subscribers, the increased purchase of books and use of libraries, and the growth and improvement of the private schools. By spreading information and stimulating thought, the schools and allied agencies are laying the foundation for enlightened public opinion and an electorate that comprehends its responsibilities.

#### THE EXTENT OF ENGLISH SPEECH IN THE PHILIPPINES.

It is difficult to estimate with any degree of exactness the amount of English spoken in the Philippines. It is safe to say, however, that the knowledge of English is far more general than the knowledge of Spanish. In fact, the number of those having a knowledge of English is considerably larger than appears on a surface acquaintance with the situation. Frequently the older men and women, apparently reluctant to parade their knowledge of a strange tongue, do not employ English until occasion requires. Again, those speaking readily both English

and Spanish fall naturally into Spanish, which is so much richer in commonplace and courteous phrases than is the English.

The persons possessing a knowledge of English may be grouped into five classes:

1. There is a considerable number of young men and women who have not studied in the public schools, but who have picked up English in one way or another, as businessmen, clerks, Government employees, salesmen, and servants.

2. There is a still larger per cent who have had a little schooling, but who, by home study or in some other way, have greatly improved their attainments. In this class falls a large number of Filipino teachers.

3. There is a large class whose knowledge of English is quite accurately described by the paper record of their academic attainments. It is only for this class that very accurate figures can be worked up. It is estimated that 86,195 pupils have completed the primary courses, 20,166 the intermediate courses, and 1,416 the secondary courses. For the most part, those who have finished the intermediate and secondary courses will be included in the number completing the primary courses, although the number of pupils who went directly into intermediate work without having passed through all of the primary grades is large.

4. There are also more than 350 young men and women who have studied English abroad as pensionados in the United States or as private students.

5. Private schools have also contributed to the number of English-speaking persons. In 1914 there were 18,051 pupils in schools seeking Government recognition and 13,949 in approved schools. Of the latter 2,698 were in intermediate grades, 2,713 in secondary grades, and 1,730 in classes of college standing.

The best evidence of the spread of English is found on a trip through the provinces. Everywhere one meets not only boys and girls who speak English readily, but also men and women who are able to converse in that language. The disposition, as well as the ability to use English, is becoming more general, especially in the most progressive communities, and is creating an atmosphere in which English is gradually coming to be a natural medium of expression.

Reference to the reports of the Director of Civil Service shows that, during the half year ending December 31, 1913, 4,377 applicants took examinations in English and 490 in Spanish. Six years ago the number taking the examination in English was 4,223 and in Spanish 1,975, while in the year ended July 1, 1904, 2,443 were examined in English and 3,011 in Spanish. It should



be borne in mind, when considering the above figures, that the Spanish applicants are in most cases men either educated in private schools or educated prior to the American occupation, whereas those examined in English are almost entirely the product of the public schools. Taking into consideration the increased difficulty of the present examinations in English, these statistics furnish some indication of the steady growth of English speech.

#### THE HEALTH OF SCHOOL CHILDREN.

Careful consideration for the health of school children and, through them, for that of the community has been a part of the work of the Bureau of Education from the earliest days of its history when the American teacher began to insist upon personal cleanliness. During the cholera scourge of 1902 the American male teachers in many places were assigned as inspectors and made daily house-to-house inspections to see that the sick were not concealed; that the dead were properly buried; that the living were taught to boil water and keep the premises clean; and to take necessary precautionary measures if any one fell sick. During this time the women of the teaching force often kept the schools open and taught hygiene and sanitation in a practical way. And this active practical field work of these pioneers gradually took shape as a part of the regular school curriculum in texts adapted to local conditions. To-day, a pupil completing the primary course has received instruction in the fundamental principles of hygienic living—the importance of cleanliness, of wholesome food, of pure water, of fresh air, and of exercise. The work of the primary course is amplified in the intermediate course, with special emphasis on sanitation for the tropics, besides a regular course in physiology and hygiene.

Instruction in these subjects is not limited to periods definitely set aside for their study. The Bureau of Education has, on various occasions, offered the schools as a medium for the distribution of circulars and folders published by the Bureau of Health and by the Anti-Tuberculosis Society, and has instructed teachers to supplement the regular texts with such material. Some such material has been embodied in Bureau of Education circulars. Information regarding smallpox, beriberi, tuberculosis, dysentery, typhoid, cholera, and the fly menace has been disseminated in one of these ways. Through its employees, the Bureau of Education has also distributed quinine and other simple remedies for common ailments.

While this work has perhaps accomplished as much as could be expected, it should, in order to get the best results, be followed

up by medical inspection. Up to this time, on account of the lack of funds, neither the Bureau of Health nor the Bureau of Education has been able to attend properly to medical inspection of school children. The Bureau of Health has been very willing to undertake this important work and has done everything possible within its limited resources, but, unless its appropriation is materially increased for this purpose, it is apparent that it will not be able to establish the thorough system of medical inspection which is urgently needed in the public schools. In Manila the inspection has been conducted by a physician attached to the Bureau of Health and has been sufficiently thorough. In the Province of Albay a system of inspection has accomplished good results, though it has not been nearly so thorough as it should be. This inspection is made by a trained nurse who has been given provincial appointment. In the Province of Laguna, where inspection is made by a trained nurse who has been given Insular appointment, the results are favorable. In these divisions, as well as in others less fortunate, the district health officers have given as much attention to the schools as has been possible under the circumstances, and a considerable number of teachers have given their personal attention to the cases needing care that have come under their observation. During the present year a number of the district health officers have made thorough inspections of certain schools. Very often these inspections have been for the purpose of investigating the existence of certain specific defects rather than to determine the existence of physical defects in general.

The Bureau of Science has also made certain investigations in the public schools relative to the prevalence of malaria. These investigations were not made specifically for public school purposes, but the public schools have nevertheless been greatly benefited by them.

The physical condition of the children in the public schools has greatly improved in the past few years. Skin diseases which were more or less prevalent a few years ago are rarely found. Tropical ulcers have almost disappeared. It would appear from the inspections made that trachoma is very common. However, it is quite apparent that eye troubles have been greatly reduced. It is certain that there is much less malaria among school children than formerly. Infections of one sort or another are much rarer than they were, due to the fact that pupils have learned how to use the common antiseptics. This general improvement is due to various causes; in the first place, it is clear that athletics and physical training in the public schools have done much to better

the physical condition of the people. Furthermore, every teacher is now more or less familiar with the use of simple remedies and has learned to advise pupils before their condition becomes serious; whereas, in the early days, a great many lives were lost because the people generally accepted disease as unavoidable and delayed treatment until the patient was beyond help. But it is believed that now they are much quicker to seek medical advice, especially those who have been pupils in the public schools. The splendid work of the Bureau of Health throughout the Philippines is another cause for this great improvement. Great as the improvement has been, however, it is extremely urgent that a thorough medical inspection be established at the earliest possible date. This work should be entrusted to the Director of Health, who is in a position to handle it more effectively than could the Bureau of Education.

#### COOPERATION WITH GOVERNMENTAL AND OTHER AGENCIES.

The Bureau of Education has entered upon a great variety of activities that might, on first thought, seem to belong to other branches of the Government or to charitable or quasi-governmental agencies rather than to the Bureau of Education itself. In many countries, however, rapid steps are being taken to extend the activities of the schools, due largely to the growing conviction that, if schools are to prepare for life, they should be brought into closer contact with the many problems of the day and should assist in their solution. In fact, it is rapidly becoming an accepted belief that the expensive school buildings with their extensive sites, the great force of well trained and well educated teachers, and the enormous potentialities of the school children themselves, not only in their own powers, but in the possibilities of their influencing the homes—that all these must be utilized to a greater extent than they have been in the past, not only for the sake of the children themselves, but for the benefit of the community as a whole.

This Bureau has stood ready to assist in the dissemination of much practical knowledge not found in school texts—matter apparently outside its province. So in the Philippines, to-day, the schools are perhaps being brought closer to the people—through the use of officials, teachers, pupils, and property—than in any other school system in the world. This condition has been brought about not because of a carefully thought out plan of procedure, but because of the fact that there has been work to do and no other organization has been so well able to do it. This was particularly true in the early days of American oc-

cupation when teachers frequently had at least as much work that might be considered foreign to their office, as they had duties directly pertaining to the service for which they were employed.

The Bureau of Education has coöperated with the Bureau of Agriculture by conducting corn campaigns, by promoting gardening, by assisting in the quick-crop campaign, and by arousing an interest in, and spreading a knowledge of agriculture in general. In the teaching of agriculture, the Bureau has not rested content with the establishment of school farms and school gardens, but has extended the work directly into the homes through the establishment and supervision of thousands of home gardens for which regular school credit is given, and through direct work with the farmers of the community themselves. The advice and instruction given with reference to seed selection and improved methods of cultivation are leaving an impression on the agricultural element in the population which will eventually show important results.

Both general and specific agricultural development have also been encouraged through Arbor Day and Garden Day activities. Fruit and shade trees have been planted, not only on school grounds, public plazas, and streets, but also in the yards and fields of the people. Special tree campaigns have resulted in the setting out of thousands of mango, coconut, papaya, kapok, and other valuable trees. Garden Days, which resemble in many respects the county fairs of the United States, have been held and have stimulated interest in the raising of better products in garden and field.

Some of the most interesting examples of the influence of agricultural schools upon the community are the effects of the settlement farm schools upon the non-Christian tribes. These schools in many cases have assisted in making a village-dwelling people out of nomads. This is especially true of the Negrito school in Zambales and of the Bukidnon and Manobo schools of northern Mindanao. The Bureau has further coöperated with the Bureau of Agriculture in its fights against locust invasions, not only by disseminating information as to the best methods of eradicating the pests, but in scores of cases by turning out whole classes of schoolboys in active campaigns against locusts.

The Bureau of Education has coöperated with the Bureau of Lands by organizing in the Manila High School a course for training surveyors whose technical instruction is given by a representative of the Bureau of Lands, and by giving instruction in the schools concerning the provisions of the homestead and

other laws pertaining to the acquisition of land—laws altogether foreign to custom and tradition. The taking up of homesteads in the neighborhood of farm schools may be directly traced to the school influence through demonstrations of improved farming and through teaching the operation of the homestead law.

Assistance has been given to the Bureau of Health by placing its circulars in the homes of the people and by spreading, through classroom instruction, information regarding epidemics and diseases, and the precautions to be taken to avoid them. The information gained concerning these diseases has been carried by the children to their parents and has made the work of the Bureau of Health much easier than would otherwise have been possible. Teachers have also given talks on those subjects to the adult population. In the earlier days, teachers frequently acted as quarantine officers, sanitary inspectors, and, in many cases, even treated sufferers from epidemic diseases to the best of their ability. Many served on local boards of health and, even now, teachers in many of the towns are able to be of considerable assistance through the use of simple remedies supplied in some cases by the Bureau of Health, but frequently purchased from their own personal funds.

The Nurses Training School was established by the Bureau of Education which continued to coöperate with the Bureau of Health after the school was placed under the control of that Bureau. The selection of candidates for scholarships was made by school officials, and the still more important task of securing the consent of the candidates' parents for their taking up such a new and unheard-of kind of work was performed by school officials.

Aid has been given the Bureau of Posts in popularizing the Postal Savings Bank by teaching in the schools its operation and the desirability of thrift, and by establishing saving contests for public school pupils. These contests were stimulated by prizes offered by W. Cameron Forbes, then Governor-General, and succeeded in arousing such interest in the Postal Savings Bank as could not have been awakened by any other means in so short a time.

This Bureau also coöperates, as occasion arises, with the Executive Bureau. In times of distress, school buildings are placed at the disposition of the public, and school teachers are enlisted in active relief work. School buildings were opened as relief stations during the recent flood in Manila, September 1 to 3, 1914; school officials assisted the afflicted at the time of the eruption of Taal Volcano in 1911. Such assistance is exceedingly

common following destructive typhoons, which occur periodically in various parts of the Islands. Other instances of aid are the instruction given in the schools concerning Halley's comet which helped allay superstitious fears, and the important part played by the public schools in making "clean-up week," December 14-20, 1914, a success throughout the Islands.

In the administrative work of the Government, employees of the Bureau of Education in remote settlements have rendered considerable assistance to provincial officials. In the Province of Nueva Vizcaya, the division superintendent of schools has been the third member of the provincial board. In the Province of Palawan, Mr. John H. Finnigan (lately murdered by escaped convicts) was the captain of the Aborlan settlement.

The Bureau of Education coöperates with the Bureau of Civil Service by furnishing examiners and by giving notice of examinations to be held; and with the Bureau of Public Works by teaching the necessity for good roads and by reporting upon the condition of provincial roads.

Assistance in the publicity work of other bureaus has been rendered. Announcements are made of examinations for scholarships at West Point, in the Bureau of Forestry, in the College of Veterinary Science, and in the Nurses' Training School.

This Bureau not only coöperates with other bureaus, but it also coöperates with private schools and charitable institutions in spreading useful information. The Bureau has detailed one American teacher to Santa Isabel College for girls, a private school which cares for orphan children and receives Government assistance; and two to Hospicio de San José, one for the orphan children and the other for delinquents. One teacher gives part of her time to the instruction of women prisoners in Bilibid. One American, who was formerly a nurse, is furnished to the Day Nursery in Manila.

Such coöperative work can be carried out with success because of the close relation that exists between the school and the home. The most important service the public schools have so far performed is to change the Filipino people from an attitude of general apathy toward education to an attitude of enthusiasm for it. They have come to recognize the value of the schools and to consider any information spread by them as possessing a measure of validity. Habits and customs are not, of course, changed over night; but parents are disposed to listen to and, in many cases, to heed and apply what the third or fourth grade boys and girls tell them is being taught or told in the schools.

**WHAT SUFFICIENT MONEY WOULD MEAN TO THE  
PHILIPPINE SCHOOL SYSTEM.**

**IT WOULD MEAN GREATER OPPORTUNITY FOR EVERY FILIPINO  
GIRL AND BOY.**

In the calendar year 1914 the Insular Government spent 23½ per cent of its revenues on education, yet at the present time the Bureau of Education is furnishing instruction to only one-half of the school population each year. Sufficient funds would enable it to place a primary school within reach of every girl and boy of both the Christian and the non-Christian provinces. Additional revenue would permit of an increase in the number of intermediate schools and more extensive differentiation of the courses offered in such schools. There should be at least one well-equipped farm school in each province, while in each of the non-Christian provinces a number of such schools are badly needed. Scarcity of funds is the only reason these schools have not been established. In every province there should be a standard trade school, and in every intermediate school sufficient equipment so that the prescribed industrial work and the course in housekeeping and household arts could be satisfactorily given. Increased funds would mean the complete secondary course in all high schools, differentiation in the secondary course and the establishment of normal schools in at least the larger provinces. In short, for thousands of children in the Islands, adequate revenue would mean greater opportunities for securing an education that would enable them to become more valuable members of society.

**IT WOULD MEAN THE MORE EFFICIENT INSTRUCTION  
OF EVERY PUPIL.**

Instruction would be improved because the number of both American and Filipino teachers could be increased to a point where classes would be of reasonable size and increased individual attention could be given to each pupil. Salaries could be increased so that the Bureau of Education could better compete with commercial concerns and other branches of the Government for the services of efficient teachers. Teachers of more adequate training and of higher attainments could be secured, because not only attractive salaries could be offered them, but also far greater efforts than are at present possible could be made to give them the requisite training for their special work. The raising of the qualifications of teachers would mean, within a few years, the employment of only high-school graduates

in the primary grades. After the provincial normal schools had been established for a sufficient length of time, it would mean only normal graduates in such positions, and eventually only graduates of the University of the Philippines, or of institutions of like standing, would be eligible to appointment as teachers in the intermediate and secondary schools. Instruction could be improved because additional funds would make the enactment of a compulsory attendance law and the employment of truant officers possible, and, as a result, pupils would be required to remain in school throughout the year and to attend regularly. The impossibility, under present conditions, of securing universal regular attendance throughout the school year is one of the chief causes of unsatisfactory work by pupils. Additional teachers would also mean closer supervision, than which nothing is more needed for improving the character of instruction.

#### IT WOULD MEAN BETTER SCHOOL SURROUNDINGS FOR EVERY PUPIL.

Lack of money alone accounts for the many schools that exist to-day without suitable sites or proper buildings and equipment. Sufficient revenue would permit the accomplishment of the aim of the Bureau of Education to secure at least one-half hectare of land for every barrio school, 1 hectare for every central school, and at least 2 hectares for the central school in each provincial capital. It would make possible the carrying out of the Bureau's policy with reference to the construction of standard concrete school buildings in every town and barrio. Special buildings for trade and farm schools, for domestic-science houses, and for other kinds of industrial work could be erected. The equipment of these schools could be made first class in every respect, the playgrounds could be furnished with all necessary apparatus, and teachers could be at all times in charge of these playgrounds, whether they were being used by the pupils or by the other inhabitants of the community.

#### IT WOULD MEAN MORE ADEQUATE PROVISION FOR THE HEALTH OF SCHOOL CHILDREN.

Although the influence of the schools has helped materially in improving the health of pupils and people generally, only meagre beginnings in medical inspection have been possible. Sufficient funds would mean medical inspection for every pupil in the public schools, together with the employment of visiting nurses to treat the sick pupils in their homes and to see that they receive proper care and attention. Wholesome cheap lunches, which have been furnished in a number of schools,



have contributed greatly to the health of the pupils. Providing these lunches generally and furnishing them free to the very poor pupils is highly desirable and could be effected, were the necessary funds available.

IT WOULD MEAN SURVEYS AS THE BASIS FOR THE REVISION OF THE COURSES OF STUDY AND OF TEXTBOOKS.

Work of this kind has been done since the beginning of the public-school system, but there has never been available a sufficient force for such work. From time to time division superintendents and teachers have been asked to conduct investigations concerning various matters, but their time and strength are so fully taken up by their ordinary duties that it would be an imposition to ask them to undertake surveys that required a very large amount of time of a large proportion of the force. For this work a special force of men and women is needed, but the present resources of the Bureau of Education do not permit of their employment. So far the history of the Philippine public-school system has been one of continuous adjustment to the capacities and needs of the Filipino community and people, and this fact accounts, in a large measure, for the success attained. To perfect the course of study and the textbooks in use, further investigations are desirable, and the only thing which prevents such investigations is the lack of the necessary funds.

The Philippine public schools have been unable to reach over one-half of the children of school age at any one time. They have been forced to use inadequate buildings, unsuitable equipment, and poorly prepared teachers. They have been unable to give each pupil the individual attention he deserved both in respect to instruction and health. In spite of these circumstances that have limited progress, encouraging advancement has been made. Were there sufficient funds to put into effect all the plans of the Bureau of Education, both the extent and the efficiency of the service rendered would be greatly increased.

RECOMMENDATIONS.

1. It is recommended that careful consideration be given by superior authority to the needs of the Bureau of Education for a period of years. Those in charge of the public schools ought to know exactly what funds will be available for three or four years ahead. This knowledge would make possible the planning of a program of extension and permanent improvements which would mean the consistent meeting of needs in the order of their importance and in the most efficient and economical manner.

Under present conditions, each year the Bureau is compelled to state all its needs, with the hope that a few of them will appeal to the Legislature and receive due attention. If the Bureau could be placed upon a permanent basis as regards income, the result would certainly be increased confidence and efficiency.

The Bureau of Education cannot justly claim that it has not received a fair share of the funds at the disposition of the Government. However, though in the past it has been permitted to expand and to properly assume that sufficient additional funds would be provided to meet increased demands, the Bureau of Education now, at the time when the schools are enjoying popularity in every part of the Islands and when there is a demand for further extension of school work, finds itself with less funds than a number of years ago when there was less demand for educational advantages—when, in fact, one of the most difficult problems was how to overcome a considerable degree of indifference on the part of the majority of the people.

When the Bureau inaugurated its program of industrial instruction, it believed that funds for its completion would be made available. This has not been the case and, as a result, agricultural instruction, which is the most important, cannot be given its due place in the scheme of education. This and other desirable forms of service cannot be rendered by the Bureau of Education in a way to meet needs adequately, until it is in a position to plan its work several years in advance.

2. Increased revenues to provide for needed extension of school work are recommended. This increase can be effected by increasing Insular appropriations or local taxation. For three years this office has recommended that municipalities, in their discretion, be authorized to levy more than one-half of 1 per cent on the assessed value of real property for local purposes, thus making possible an increase in the rate of taxation for the support of schools. Such a measure, it is believed, would find favor in many progressive municipalities, including those where schools are now being maintained from voluntary contributions.

3. It is recommended that the following provisions be incorporated into the school law:

(a) That municipalities be empowered to establish and maintain elementary schools.

(b) That elementary schools shall include those that offer instruction in either the primary or intermediate courses as at present organized, or in both of these courses.

(c) That primary instruction shall be free.

(d) That municipalities, with the approval of the Secretary of Public Instruction and the Director of Education, may charge tuition fees for intermediate instruction.

4. It is recommended that funds be made available at an early date for the construction of suitable buildings for the Philippine School of Arts and Trades, and for needed expansion in the work of this school. Provision should also be made for a permanent building for the Philippine School of Commerce, and for the granting of aid in the construction of suitable buildings for provincial schools.

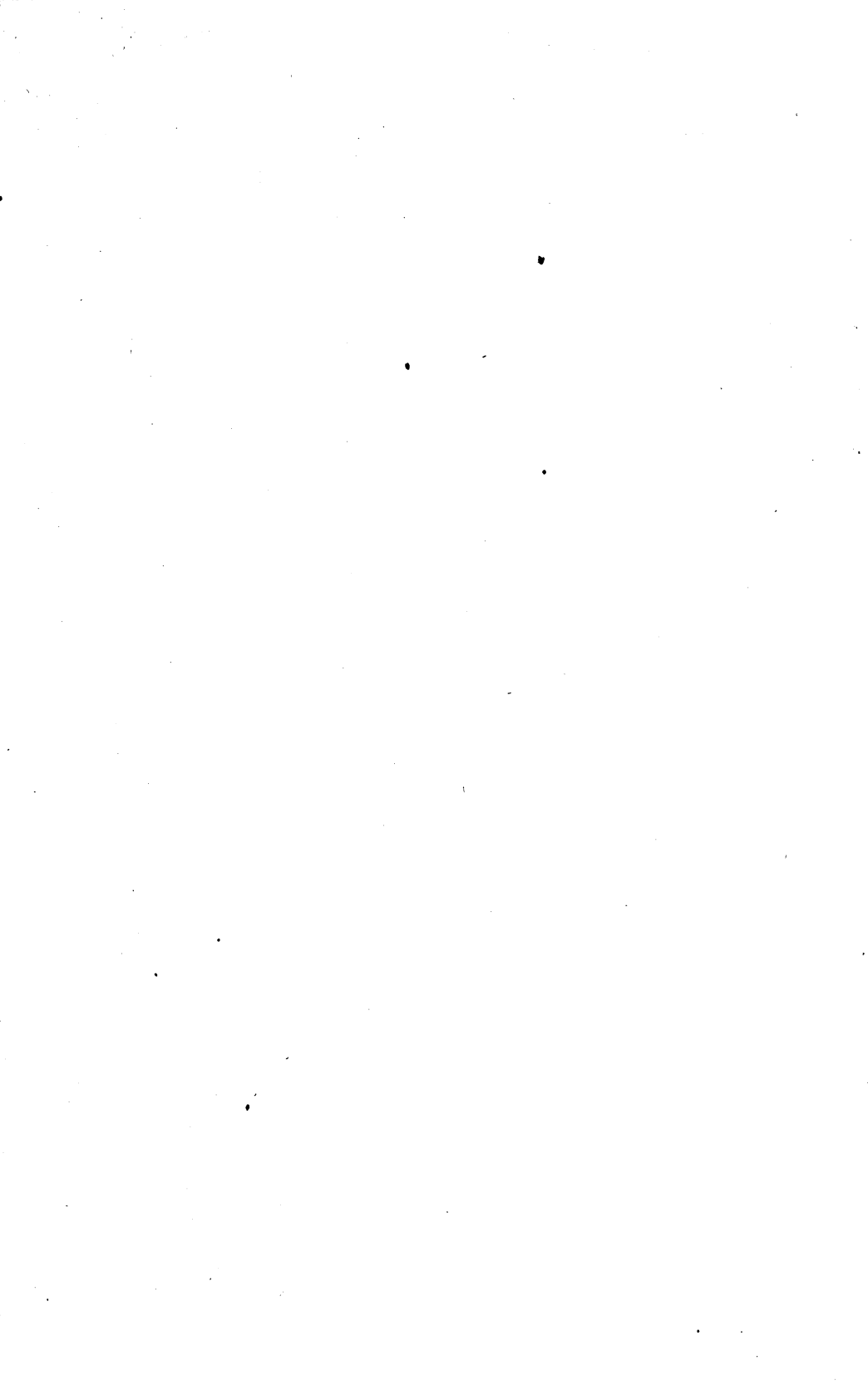
5. The recommendation is made that every branch of the Government be requested to do everything in its power to promote the use of English throughout the Government service. It is not desired to do any injustice to faithful public servants who have a knowledge of only the Spanish language, but it is believed that a Government which spends millions of pesos annually for schools in which English is the language of instruction should encourage the use of spoken and written English in every branch of the service. In this respect conditions have improved greatly in the past few years, but, in many offices, there is still a disposition to pay less than the desired amount of attention to the cultivation of English.

6. It is recommended that the voting age be reduced to 18 years. This step would immediately bring to the list of voters thousands of young men who have been educated in the public schools; and would, it is believed, result in much benefit to the country. These young men have had training in civics and related subjects, have come to understand the resources and needs of the Islands, and are sufficiently mature to appreciate the responsibility placed upon electors by the ballot. To grant them the right of suffrage would raise materially the standard of the electorate.

7. It is recommended that the appropriation of the Bureau of Health be increased to enable it to establish a thorough system of medical inspection of public school pupils.

Respectfully submitted.

FRANK L. CRONE,  
*Director of Education.*



# SUMMARY OF STATISTICS FOR THE FIFTEENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

[The figures for the school year 1914-15 are for the months June to December, 1914, inclusive.]

## I. Divisions, districts, and schools.

	1913-14	1914-15
Number of divisions.....	37	37
Number of supervising districts.....	257	236
Primary schools.....	3,913	3,851
Intermediate schools.....	278	309
Secondary schools.....	a 44	a 41
Total number of schools.....	4,235	4,201

a Including regular provincial high schools and special schools giving secondary subjects.

## II. Enrollment and attendance, 1913-14.

	Annual enrollment.	Average monthly enrollment.	Average daily attendance.
Primary.....	577,732	450,652	392,094
Intermediate.....	36,860	32,675	30,912
Secondary.....	6,438	5,743	5,546
Total.....	621,030	489,070	428,552

## Enrollment and attendance, June-December, 1914.

Primary.....	539,757	465,679	412,560
Intermediate.....	41,888	37,714	35,563
Secondary.....	7,565	6,842	6,557
Total.....	589,210	510,235	454,680

## III. Intermediate schools by courses.

	1913-14			1914-15		
	Grade—			Grade—		
	V.	VI.	VII.	V.	VI.	VII.
General course.....	207	158	128	234	171	141
Teaching course.....	26	29	29	39	35	35
Housekeeping and household arts course.....	68	67	58	70	70	64
Trade course.....	39	35	35	36	35	30
Farming course.....	14	12	11	11	11	10
Business course.....	1	1	1	1	1	1

## IV. Trade schools and shops.

	Number.	Output, 1914.
Trade schools .....	19	₱147,672.62
Provincial school shops .....	13	10,981.37
Municipal school shops .....	267	37,894.28
Total .....	299	196,548.27

## V. Number, enrollment, and output of trade schools by years.

Year.	Schools.	Pupils.	Commer- cial work.
1907-1909 .....	4	450	₱85,000.00
1910 .....	6	849	59,792.00
1911 .....	13	1,309	87,112.00
1912 .....	16	1,211	128,118.00
1913 .....	18	2,203	143,878.00
1914 .....	19	2,304	147,672.62
Total .....			651,572.62

## VI. Secondary schools.

	1913-14	1914-15
Full secondary course .....	16	17
Three-year secondary course .....	19	23
Two-year secondary course .....	32	33
One-year secondary course .....	44	41

## VII. Classification of all employees.

	March, 1914.	Decem- ber, 1914.
Directors .....	3	3
Division superintendents .....	33	34
General Office clerks:		
American .....	11	8
Filipino .....	108	100
Messengers .....	18	15
Teachers:		
American .....	612	539
Filipino Insular .....	1240	1291
Municipal .....	7578	8014
Apprentice .....	32	96
Superintendent, School of Household Industries, special .....	1	1
Teachers, School of Household Industries .....	11	11
Clerk, School of Household Industries .....	1	1
Division superintendents' clerks .....	115	107
Laborers and janitors .....	139	74
Unclassified (including regular employees on leave) .....	82	67
Total .....	9,984	10,361

## VIII. Distribution of teachers.

American:		
Primary .....	17	15
Intermediate .....	143	106
Secondary .....	156	173
Industrial instruction .....	70	53
Industrial supervision .....	48	54
General supervision .....	178	138
Total .....	612	539

VIII. *Distribution of teachers—Continued.*

	March, 1914.	Decem- ber, 1914.
<b>Filipino Insular:</b>		
Primary .....	362	320
Intermediate .....	415	470
Secondary .....	11	15
Industrial instruction .....	286	273
Industrial supervision .....	40	52
General supervision .....	126	161
<b>Total .....</b>	<b>1,240</b>	<b>1,291</b>
<b>Municipal:</b>		
Primary .....	7,000	7,232
Intermediate .....	248	370
Secondary .....	1	1
Industrial instruction .....	323	397
Industrial supervision .....	1	7
General supervision .....	6	7
<b>Total .....</b>	<b>7,578</b>	<b>8,014</b>
<b>Apprentice:</b>		
Primary .....	32	93
Intermediate .....		1
Secondary .....		
Industrial instruction .....		2
Industrial supervision .....		
General supervision .....		
<b>Total .....</b>	<b>32</b>	<b>96</b>
<b>Total teaching force .....</b>	<b>9,462</b>	<b>9,940</b>

IX. *Graduates.*

Year.	Primary.	Interme- diate.	Second- ary.
<b>Before 1907-8 .....</b>	<b>* 10,000</b>	<b>* 700</b>	<b>3</b>
1907-8 .....	4,954	1,051	11
1908-9 .....	7,273	1,529	* 88
1909-10 .....	9,992	2,108	122
1910-11 .....	11,760	2,436	222
1911-12 .....	11,200	3,062	221
1912-13 .....	15,040	4,695	342
1913-14 .....	15,976	4,585	407
<b>Total .....</b>	<b>86,195</b>	<b>20,166</b>	<b>1,416</b>

\* About.

X. *Insular schools.*

	1913-14		1914-15	
	Teachers.	Enroll- ment.	Teachers.	Enroll- ment.
Philippine Normal School .....	51	1,506	51	1,830
Philippine School of Arts and Trades <sup>a</sup> .....	31	726	30	798
Philippine School of Commerce .....	14	399	13	411
Philippine School for the Deaf and Blind .....	5	54	5	53
School of Household and Industries .....	10	132	11	180
Central Luzon Agricultural School .....	10	223	11	327
Bacolor Trade School <sup>b</sup> .....	9	211		
<b>Total .....</b>	<b>130</b>	<b>3,251</b>	<b>121</b>	<b>3,579</b>

<sup>a</sup> Including the Nautical School department.<sup>b</sup> Became a provincial school in April, 1914.

### XI. Corn campaign 1913-14.

Number of entries in contest No. 1.....	19, 270
Number of entries in contest No. 2.....	24, 291

### XII. School and home gardens.

#### School gardens:

For the school year 1911-12 there were.....	2,570
For the school year 1912-13 there were.....	2,310
For the school year 1913-14 there were.....	3,236
For June-December, 1914, there were about.....	3,300

#### Home gardens:

For the school year 1910-11 there were.....	10,330
For the school year 1911-12 there were.....	22,958
For the school year 1912-13 there were.....	35,719
For the school year 1913-14 there were.....	41,642
For June-December, 1914, there were about.....	44,000

### XIII. Service of American teachers.

The average number of years of service in the Bureau of Education on October 15, 1914, was 5 years 3 months and 27 days.

Number arriving before Dec. 31, 1901, who are still in the service as teachers .....	74
Number arriving before Dec. 31, 1901, still in the service of the Bureau of Education other than as teachers.....	22
Number arriving in the Islands for the school year 1912-13.....	133
Number arriving in the Islands for the school year 1913-14.....	89
Number arriving in the Islands for the school year 1914-15 up to Dec. 31, 1914.....	43

### XIV. Salaries of Filipino teachers.

#### Insular:

During the school year 1913-14 the salaries of Insular teachers averaged .....	₱50.77
On Jan. 1, 1915, the total average salary paid to the 536 regular Filipino Insular teachers amounted to.....	65.52
On Jan. 1, 1915, the total average salary paid to the 644 temporary Filipino Insular teachers averaged.....	47.89
On Jan. 1, 1915, the average salary paid to all Filipino Insular teachers has been increased to.....	55.90
Municipal: Salaries of municipal teachers for the school year 1913-14 averaged .....	21.34

### XV. Buildings.

Number of permanent high-school buildings.....	24
Number of permanent trade-school buildings.....	28
Number of other permanent provincial buildings, including dormitories, special industrial buildings, etc.....	14
Number of permanent municipal school buildings.....	682
Number of permanent concrete buildings completed between Jan. 1 and Dec. 31, 1914, as classified above.....	60
Number of permanent concrete municipal school buildings, standard plan .....	275

\* Of this total those at Iba, Tagbilaran, Tarlac, Pasig, and Albay are in very bad condition.



XVI. *School sites.*

Number of standard school sites, barrio and central.....	1,338
Number acquired during the calendar year 1914.....	268
Number acquired since July, 1911.....	1,112

XVII. *Athletic associations.*

The Cagayan Valley Association: Cagayan, Isabela.  
 The Ilocano Interscholastic Athletic Association: Ilocos Norte, Ilocos Sur, La Union.  
 The Agno Valley Athletic Association: Pangasinan, Tarlac.  
 The Central Luzon Athletic Association: Pampanga-Bataan, Nueva Ecija, Bulacan.  
 The Manila Interscholastic Athletic Association: Philippine School of Arts and Trades, Philippine Normal School, City Schools, Manila High School.  
 The Southern Tagalog Athletic Association: Rizal, Laguna, Cavite, Tayabas, Batangas.  
 The Bicol Interscholastic Athletic Association: Albay, Sorsogon, Camarines.  
 The Eastern Visayan Interscholastic Athletic Association: Leyte, Cebu, Bohol, Samar, Surigao-Misamis, Oriental Negros.  
 Interscholastic Athletic Association of the Western Visayas: Antique, Capiz, Occidental Negros, Iloilo.  
 Divisions not belonging to any athletic association: Agusan-Bukidnon, Mindoro, Mountain Province, Nueva Vizcaya, Palawan, Zambales.

XVIII.—*Graduates of Insular schools who have entered work for which they studied.*

	Per cent.
Philippine Normal School .....	80
Philippine School of Commerce.....	100
Philippine School of Arts and Trades.....	90

XIX.—*Industrial work.*

School year.	Articles exhibited.	Total value.
1910-11* .....	9,761	P13,964.62
1911-12 .....	16,362	34,418.68
1912-13 .....	23,305	57,188.24
1913-14 .....	51,048	98,976.01

\* Not including number of articles nor value of exhibit of the Manila schools.

XX.—*Special schools.*

(a) Agricultural schools .....	<sup>b</sup> 4
(b) Farm schools .....	8
(c) Settlement farm schools .....	48
(d) Industrial schools (except Insular schools).....	8
Total .....	68

Special schools are conducted in non-Christian provinces or in non-Christian districts of other provinces. They are of four kinds, as shown in the above table.

<sup>b</sup> Including the Central Luzon Agricultural School.

Agricultural schools are located as follows: Muñoz, Nueva Ecija [the Central Luzon Agricultural (Insular) School]; Mailag, Agusan; Banauan, Agusan; Aborlan, Palawan.

Farm schools are located in Batac, Ilocos Norte; Indang, Cavite; Iba, Zambales; Tacloban, Leyte; Batangas, Batangas; Santa Maria, Ilocos Sur; Guinobatan, Albay; San Carlos, Pangasinan.

Settlement farm schools are located as follows: 21 in Bukidnon, Agusan; 19 in Butuan, Agusan; 1 in Zambales; 7 in Nueva Vizcaya.

Industrial schools are conducted in Bua, Bontoc, Kiangan, Lubuagan, Lutab, Cabayan, and Baguio, Mountain Province, and in Lagangilang, Ilocos Sur.

#### XXI.—*Expenditures.*

Statement of total expenditures for school purposes during 1914, Insular, provincial, and municipal:

Insular expenditure for salaries, wages, and contingent:

Act No. 2319, general appropriation.....	₱4,078,033.50
Act No. 2388, Nautical School.....	15,000.00
Act No. 2398, non-Christian pensionados.....	2,750.00
Act No. 2471, deficiency appropriation .....	76,223.10
Balance from fiscal year 1914—	
Act No. 1984, teacher pensionados.....	26,324.02
Act No. 2288, aid primary schools.....	23,036.83
<b>Total .....</b>	<b>4,221,367.45</b>
Balance reverted to the Insular Treasurer.....	141,311.47
<b>Net expenditures .....</b>	<b>4,080,055.98</b>
Construction of schoolhouses, Act No. 1688.....	162.49
Baguio Teachers Camp. Act No. 1994.....	3,315.63
Barrio schoolhouses, Act No. 2029.....	216,603.24
Girls Dormitory, Manila, Act No. 2059.....	179,540.14
Buildings, School of Arts and Trades, Acts Nos. 2059 and 2264 .....	1.43
Girls Industrial Schools, Baguio, Act No. 2070.....	17,942.24
School buildings, non-Christian, Acts Nos. 2194 and 2283.....	13,400.00
School buildings, Secretary of Public Instruction Acts Nos. 2264 and 2378 .....	66,000.00
Buildings, Central Luzon Agricultural School, Nueva Ecija, Act No. 2378.....	12,712.84
<b>Total Insular .....</b>	<b>4,589,733.99</b>
Provincial expenditures for school purposes.....	249,351.85
Municipal expenditures for school purposes.....	2,455,660.18
<b>Grand total .....</b>	<b>7,294,746.02</b>
In addition to the above, from voluntary contributions approximately .....	100,000.00
Cost of education per capita of total population (census of 1903 modified by division estimates).....	0.98
Cost of education per pupil (based on average monthly enrollment) .....	14.49

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## No. 1.—A list of directing and superintending officers.

[January 1, 1915.]

FRANK L. CRONE, Director of Education.

C. H. MAGEE,\* Assistant Director of Education.

W. W. MARQUARDT,<sup>b</sup> Second Assistant Director of Education.

Division.	Superintendents.	Headquarters.
Manila.....	Luther B. Bewley.....	Manila.
Agusan-Bukidnon.....	Clarence A. Belknap (acting).....	Butuan.
Albay.....	Charles E. Hoye (acting).....	Albay.
Antique.....	J. H. Jenkins.....	San Jose.
Batangas.....	Roy K. Gilmore.....	Batangas.
Bohol.....	Oscar H. Charles (acting).....	Tagbilaran.
Bulacan.....	Harry Borgstadt.....	Malolos.
Cagayan-Isabela.....	Lloyd G. Kirby (acting).....	Tuguegarao.
Camarines.....	George T. Shoens.....	Naga.
Capiz.....	C. E. Ferguson.....	Capiz.
Cavite.....	C. W. Franks.....	Cavite.
Cebu.....	Edward J. Murphy.....	Cebu.
Ilocos Norte.....	Hugh S. Mead.....	Laosag.
Ilocos Sur.....	J. Edgar Corley.....	Vigan.
Iloilo.....	C. E. Wright.....	Iloilo.
Laguna.....	R. G. McLeod.....	Santa Cruz.
Leyte.....	Carl M. Moore.....	Tacloban.
Mindoro.....	Luther W. Cureton (acting).....	Calapan.
Mountain.....	David M. Thomas (acting).....	Bontoc.
Nueva Ecija.....	C. D. Whipple.....	Cabanatuan.
Nueva Vizcaya.....	John J. Heffington (acting).....	Bayombong.
Occidental Negros.....	Sinclair P. Stewart.....	Bacolod.
Oriental Negros.....	C. Skattebol.....	Dumaguete.
Palawan.....	Robert Clauson (acting).....	Cuyo.
Pampanga-Bataan.....	Samuel J. Wright.....	San Fernando.
Pangasinan.....	H. A. Bordner.....	Lingayen.
Rizal.....	H. S. Townsend.....	Pasig.
Samar.....	Jean B. Graham (acting).....	Catbalogan.
Sorsogon.....	W. B. Beard (acting).....	Sorsogon.
Surigao-Misamis.....	R. L. Barron (acting).....	Surigao.
Tarlac.....	H. M. Wagenblaus.....	Tarlac.
Tayabas.....	William F. Montavon.....	Lucena.
Union.....	Frederic J. Waters (acting).....	San Fernando.
Zambales.....	Adam C. Derkum.....	Iba.
Normal.....	Leroy R. Sawyer (acting).....	Manila.
Trade.....	James F. Scouller.....	Do.
Household Industries.....	Mrs. Mae C. Wood (acting).....	Do.

## HEAD TEACHERS.

Albay.....	Percy N. Sturtevant.....	Virac, Catanduanes.
Agusan-Bukidnon.....	George C. Kindley.....	Malaybalay, Bukidnon.
Cagayan-Isabela.....	H. E. Jones.....	Basco, Batanes.
Capiz.....	John C. Early.....	Romblon, Romblon.
Pampanga-Bataan.....	Claude Miller.....	Balanga, Bataan.
Sorsogon.....	S. C. Kelleher.....	Masbate, Masbate.
Surigao-Misamis.....	Paul J. Morgan.....	Cagayan, Misamis.

\* Mr. Magee left for the United States on November 24, 1914, to be on duty at the Panama-Pacific International Exposition at San Francisco, California.

<sup>b</sup> Mr. John D. DeHuff, Second Assistant Director of Education, resigned effective March 2, 1914. Mr. Marquardt was appointed July 23, 1914.

## DIVISION SUPERINTENDENTS ON SPECIAL ASSIGNMENT.

P. S. O'REILLY, division superintendent of schools, assigned as agent of the Secretary of Public Instruction in supervising private schools and colleges. Now on duty at the Panama-Pacific International Exposition at San Francisco, California.

FRED O. FREEMYER, teacher, is now acting in Mr. O'Reilly's place.

## DIVISION SUPERINTENDENTS ON LEAVE OF ABSENCE IN THE UNITED STATES.

ERNEST H. HAMMOND left the division of Iloilo on January 31, 1914.

THOMAS H. CASSIDY left the buildings division of the General Office on June 14, 1914.

ANDREW W. CAIN, superintendent of the Philippine Normal School, left Manila on December 15, 1914.

Miss FANNIE MCGEE, superintendent of the School of Household Industries, left Manila on November 15, 1914.

## RESIGNATIONS OF DIVISION SUPERINTENDENTS.

CARROLL A. PEABODY resigned from the superintendency of Antique effective June 7, 1914.

WILLIAM E. MCVEY resigned from the superintendency of Ilocos Norte effective August 3, 1914.

GEORGE N. ANDERSON resigned from the superintendency of Samar effective August 28, 1914.

GEO. N. BRIGGS, superintendent of the Philippine Normal School, resigned effective March 31, 1914. Mr. Briggs was on special duty in the United States since November 7, 1910, as representative of the Director of Education in the selection of new teachers. He was also acting superintendent of Filipino students in the United States.

GEORGE E. CARROTHERS, chief of the academic division of the General Office, resigned effective January 12, 1914.

No. 2.—*Clerical organization of the General office.*

[January 1, 1915.]

John S. Potter <sup>1</sup> .....	Chief clerk.
George R. Howatt.....	Acting chief clerk.
John L. Stewart.....	Chief of property division.
Olaf C. Hansen.....	Chief of accounting division.
Hubert C. Lyman.....	Chief of miscellaneous division.
John W. Osborn.....	Chief of academic division.
Howard Long.....	Chief of buildings division.
Hugo H. Miller.....	Chief of industrial division.
Jose Reyes.....	Chief of records division.

<sup>1</sup> Mr. Potter left for the United States on November 24, 1914, to be on duty at the Panama-Pacific International Exposition at San Francisco, California.

No. 3.—*Schools, Filipino teachers and enrollment by years.*

A table showing by years, the number of schools in operation and under the supervision of the Bureau of Education; also the number of Filipino teachers and the highest monthly enrollment for the Islands during the period from 1903 to 1914, inclusive.

School year.	Schools.			Total.	Filipino teachers, March.	Highest monthly enrollment.
	Primary.	Intermediate.	Secondary.			
1903.....	a 2,000			a 2,000	3,000	150,000
1903-4.....	2,233	17	35	2,285	3,854	b 227,600
1904-5.....	2,727	102	35	2,864	4,086	b 311,843
1905-6.....	c 3,108	119	36	c 3,263	4,719	b 375,554
1906-7.....	3,435	216	36	3,687	6,141	b 335,106
1907-8.....	3,701	193	38	3,932	6,804	b 359,738
1908-9.....	4,194	193	37	4,424	7,949	d 487,785
1909-10.....	4,295	198	38	4,531	8,275	e 451,938
1910-11.....	4,121	245	38	f 4,404	8,403	e 484,689
1911-12.....	3,364	233	38	3,685	7,696	e 429,390
1912-13.....	2,595	296	43	g 2,934	7,013	h 349,454
1913-14.....	3,913	278	44	4,235	8,856	e 525,959
1914, December.....	3,851	309	41	4,201	9,401	e 530,939

a Estimate.

b March.

c Excluding Moro Province, 1905-6 on.

d February.

e September.

f Figure for March, 1911. In September, 1910, the number reached 4,606.

g Figure for March, 1913. In August, 1912, the number reached 3,094.

h Figure for August, 1912.

Trade schools, school shops, normal, agricultural, and other special schools are included under the intermediate and secondary headings.

## No. 4.—Schools, enrollment, attendance, and percentages.

A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1913-14.

Division.	Secondary.					Intermediate.				
	Schools.	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.	Schools.	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.
Manila.....	3	1,186	1,035	991	96	5	1,603	1,375	1,300	96
Agusan.....						3	98	85	82	96
Albay.....	1	153	128	122	95	6	1,218	1,022	966	94
Antique.....	1	27	24	23	96	2	496	435	414	95
Batangas.....	1	239	219	213	97	11	1,185	1,057	1,005	95
Bohol.....	1	54	49	48	98	10	1,134	1,036	988	95
Bulacan.....	1	176	151	145	96	9	1,366	1,213	1,151	96
Cagayan-Isabela	2	219	208	198	95	11	1,412	1,243	1,138	92
Camarines.....	1	133	123	118	96	10	1,122	965	903	94
Capiz.....	1	92	84	81	96	4	1,059	904	853	94
Cavite.....	1	76	62	60	97	6	807	709	677	95
Cebu.....	1	160	142	139	98	14	1,348	1,166	1,106	95
Ilocos Norte.....	1	143	133	132	99	7	1,114	1,047	1,025	98
Ilocos Sur.....	2	329	296	288	97	11	1,573	1,486	1,440	97
Iloilo.....	1	413	361	351	97	7	2,200	1,981	1,863	94
Laguna.....	2	126	109	103	94	14	1,441	1,270	1,184	95
Leyte.....	1	77	59	54	92	19	1,979	1,704	1,583	83
Mindoro.....						2	139	127	122	96
Mountain.....						3	232	207	199	96
Nueva Ecija.....	2	214	194	184	95	9	1,267	1,075	1,000	93
Nueva Vizcaya.....	1	24	21	21	100	2	304	281	280	100
Occidental Negros.....	1	133	124	122	98	11	1,276	1,098	1,036	94
Oriental Negros.....	1	20	19	18	95	4	350	316	303	96
Palawan.....	1	24	20	19	95	3	165	147	138	94
Pampanga-Bataan	2	192	176	168	95	10	1,305	1,203	1,125	94
Pangasinan.....	2	405	355	347	98	28	2,784	2,522	2,429	96
Rizal.....	1	61	49	48	98	5	723	658	640	97
Samar.....	1	26	21	20	95	6	708	589	535	91
Sorsogon.....	1	58	43	41	95	5	807	717	667	98
Surigao-Misamis.....	2	75	59	54	92	5	524	450	410	91
Tarlac.....	1	135	122	117	96	6	911	816	766	94
Tayabas.....	2	214	192	178	93	12	1,286	1,143	1,071	94
Union.....	1	181	153	147	96	13	1,375	1,255	1,204	96
Zambales.....	1	120	112	108	96	3	607	575	557	97
Normal.....	2	703	673	667	99	1	462	393	378	96
Trade.....	1	250	227	221	97	1	476	405	393	97
Total.....	44	6,438	5,743	5,546	97	278	36,860	32,675	30,912	94

## No. 4.—Schools, enrollment, attendance, and percentages—Continued.

Division.	Primary.					Grand total.				
	Schools.	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.	Schools	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.
Manila.....	23	15,947	13,645	12,746	93	31	18,736	16,055	15,037	94
Agusan.....	52	4,901	3,501	3,042	87	55	4,999	3,586	3,124	87
Albay.....	128	14,406	11,459	9,875	86	135	15,777	12,609	10,953	87
Antique.....	76	8,582	6,687	5,757	86	79	9,104	7,146	6,194	87
Batangas.....	151	18,189	13,345	11,384	85	163	19,613	14,621	12,602	86
Bohol.....	198	28,222	22,976	19,989	87	209	29,410	24,061	21,025	87
Bulacan.....	120	16,142	13,800	12,940	94	130	17,684	15,164	14,236	94
Cagayan-Isabela.....	166	21,623	16,584	13,547	82	179	23,254	18,035	14,883	83
Camarines.....	141	16,531	12,590	10,388	83	152	17,786	13,678	11,409	83
Capiz.....	162	24,683	17,107	14,390	84	167	25,834	18,095	15,324	85
Cavite.....	62	12,483	10,145	9,245	91	69	13,366	10,916	9,982	91
Cebu.....	193	32,649	25,210	21,280	84	208	34,157	26,518	22,525	85
Ilocos Norte.....	119	13,659	12,010	11,116	93	127	14,916	13,190	12,274	93
Ilocos Sur.....	128	15,589	14,327	13,369	93	141	17,491	16,109	15,097	94
Iloilo.....	210	31,014	25,009	21,618	86	218	33,627	27,351	23,822	87
Laguna.....	69	12,934	10,165	8,931	88	85	14,501	11,544	10,218	89
Leyte.....	228	36,830	26,451	21,225	80	248	38,886	28,214	22,862	81
Mindoro.....	50	4,799	3,696	3,197	86	52	4,938	3,823	3,319	87
Mountain.....	28	2,963	2,197	1,915	87	31	3,195	2,404	2,114	88
Nueva Ecija.....	99	15,777	11,226	9,492	85	110	17,258	12,495	10,676	85
Nueva Vizcaya.....	28	2,937	2,239	2,114	94	31	3,265	2,541	2,415	95
Occidental Negros.....	152	21,681	16,796	14,863	88	164	23,090	18,018	16,021	89
Oriental Negros.....	100	15,620	12,575	10,924	87	105	15,990	12,910	11,245	87
Palawan.....	35	3,732	2,911	2,456	84	39	3,921	3,078	2,613	85
Pampanga-Bataan.....	151	24,189	18,294	16,386	90	163	25,686	19,673	17,679	90
Pangasinan.....	241	38,594	30,137	27,342	91	271	41,783	33,014	30,118	91
Rizal.....	71	13,847	11,333	9,833	87	77	14,636	12,040	10,521	87
Samar.....	149	21,066	15,807	13,085	83	156	21,790	16,417	13,640	83
Sorsogon.....	113	15,980	12,193	10,184	83	119	16,845	12,958	10,892	84
Surigao-Misamis.....	149	20,180	13,181	10,276	78	156	20,779	13,690	10,740	78
Tarlac.....	106	14,462	10,541	9,122	87	113	15,508	11,479	10,005	87
Tayabas.....	100	17,738	15,445	14,005	91	114	19,238	16,780	15,254	91
Union.....	65	11,031	10,130	9,618	95	79	12,587	11,538	10,969	95
Zambales.....	49	8,421	6,632	6,158	93	53	9,143	7,319	6,822	93
Normal.....	1	341	303	282	90	4	1,506	1,369	1,327	97
Trade.....						2	726	632	614	97
Total.....	3,913	577,732	450,652	392,094	87	4,235	621,030	489,070	423,552	88

NOTE.—Percentage of attendance is based on the relation of average attendance to average monthly enrollment. The figure of 88 per cent in attendance is indicative of much better attendance than the best figures of some years ago; the per cent of attendance is now calculated on the total monthly enrollment, whereas it was formerly based on "the average number belonging."



## No. 4a.—Schools, enrollment, attendance, and percentages.

A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1914-15, from June to December, 1914.

Division.	Secondary.					Intermediate.				
	Schools.	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.	Schools.	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.
Manila.....	3	1,210	1,093	1,040	95	5	1,872	1,727	1,651	96
Agusan-Bukidnon.....	1	196	156	145	93	3	76	62	57	92
Albay.....	1	26	24	23	96	3	1,072	884	827	94
Antique.....	1	271	246	240	98	6	556	469	441	94
Batangas.....	1	100	95	90	95	11	1,023	987	938	94
Bohol.....	1	174	150	141	94	13	1,530	1,410	1,318	93
Bulacan.....	2	241	217	205	95	10	1,311	1,186	1,122	95
Cagayan-Isabela.....	1	189	168	158	94	8	1,561	1,398	1,277	92
Camarines.....	1	125	118	112	95	3	1,244	1,117	1,043	93
Capiz.....	1	48	46	45	98	6	1,080	977	920	94
Cavite.....	1	223	214	209	98	5	798	719	689	96
Cebu.....	1	173	163	160	98	16	1,996	1,803	1,714	95
Ilocos Norte.....	2	365	341	333	98	10	1,437	1,268	1,237	98
Ilocos Sur.....	1	456	414	400	97	12	1,850	1,773	1,714	97
Iloilo.....	1	153	146	139	95	12	2,995	2,704	2,538	94
Laguna.....	1	144	125	112	90	16	1,434	1,237	1,220	95
Leyte.....	1	246	204	191	94	21	2,117	1,892	1,739	92
Mindoro.....	2	41	38	38	100	2	109	98	96	98
Mountain.....	1	153	147	140	95	5	305	273	258	95
Nueva Ecija.....	1	56	52	50	96	9	1,285	1,076	978	91
Nueva Vizcaya.....	1	234	218	202	93	3	420	379	375	99
Occidental Negros.....	1	472	442	432	98	12	1,414	1,255	1,171	93
Oriental Negros.....	1	77	70	69	99	4	527	493	469	95
Palawan.....	2	211	186	175	94	4	190	167	152	91
Pampanga-Bataan.....	1	267	242	232	96	10	1,547	1,425	1,328	93
Pangasinan.....	1	101	81	75	93	27	3,397	3,103	2,969	96
Rizal.....	1	143	127	121	95	5	840	756	725	96
Samar.....	1	38	35	34	97	10	954	798	738	92
Sorsogon.....	1	101	81	75	93	5	358	758	701	92
Surigao-Misamis.....	2	79	66	60	91	6	640	533	471	88
Tarlac.....	1	133	123	116	94	6	827	730	682	93
Tayabas.....	2	211	186	175	94	16	1,536	1,438	1,353	94
Union.....	1	901	822	804	98	12	1,445	1,352	1,297	96
Zambales.....	1	133	123	116	94	4	708	667	643	97
Normal.....	1	901	822	804	98	1	470	408	385	94
Trade.....	2	314	273	266	97	1	484	397	377	95
Total.....	41	7,565	6,842	6,557	96	309	41,888	37,714	35,563	94

## No. 4a.—Schools, enrollment, attendance, and percentages—Continued.

Division.	Primary.					Grand total.				
	Schools.	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.	Schools	Annual enrollment.	Average monthly enrollment.	Average daily attendance.	Percentage of attendance.
Manila.....	23	17,084	15,331	14,464	94	31	20,116	18,151	17,155	95
Agusan-Bukidnon.....	53	5,088	3,397	2,885	85	56	5,164	3,459	2,942	85
Albay.....	127	12,642	11,297	10,317	91	134	13,910	12,337	11,289	92
Antique.....	65	7,969	6,815	5,976	83	69	8,551	7,308	6,440	86
Batangas.....	163	19,461	15,146	13,003	86	175	20,755	16,329	14,126	87
Bohol.....	206	27,045	23,914	20,755	87	220	28,675	25,419	22,163	87
Bulacan.....	104	13,949	13,005	12,141	93	115	15,434	14,341	13,404	93
Cagayan-Isabela.....	168	20,866	18,094	15,702	87	180	22,668	19,704	17,184	87
Camarines.....	133	14,809	12,043	10,175	84	142	16,242	13,323	11,376	85
Capiz.....	167	22,247	18,229	15,603	86	174	23,452	19,324	16,635	86
Cavite.....	59	10,836	9,581	8,740	91	65	11,622	10,346	9,474	92
Cebu.....	179	30,304	25,909	22,454	87	196	32,523	27,926	24,377	87
Ilocos Norte.....	122	13,023	12,312	11,536	95	133	14,633	13,743	12,983	94
Ilocos Sur.....	142	16,131	15,412	14,237	92	156	18,346	17,526	16,284	93
Iloilo.....	201	30,053	26,425	23,210	88	214	33,504	29,543	26,148	89
Laguna.....	63	12,445	11,058	9,767	88	80	14,037	12,491	11,126	89
Leyte.....	203	32,154	27,023	22,457	83	225	34,415	29,040	24,308	84
Mindoro.....	48	4,190	3,571	3,022	85	50	4,299	3,669	3,118	85
Mountain.....	48	4,261	3,333	2,956	89	53	4,566	3,606	3,214	89
Nueva Ecija.....	104	12,839	10,644	9,335	88	115	14,370	11,924	10,504	88
Nueva Vizcaya.....	28	2,717	2,299	2,128	93	32	3,178	2,716	2,541	94
Occidental Negros.....	151	22,594	19,623	17,798	91	164	24,161	21,025	19,109	91
Oriental Negros.....	99	14,539	12,742	11,345	89	104	15,122	13,287	11,864	89
Palawan.....	35	3,500	2,938	2,513	86	39	3,690	3,105	2,665	86
Pampanga-Bataan.....	141	20,394	17,255	15,716	91	153	22,175	18,898	17,246	91
Pangasinan.....	244	35,759	31,237	28,984	93	272	39,628	34,782	32,335	93
Rizal.....	72	11,607	10,223	9,123	89	78	12,524	11,049	9,917	90
Samar.....	142	18,808	15,610	12,976	83	153	19,780	16,443	13,748	84
Sorsogon.....	96	13,831	11,491	9,722	85	102	14,790	12,330	10,498	85
Surigao-Misamis.....	142	18,197	14,353	11,682	81	150	18,916	14,952	12,213	82
Tarlac.....	103	12,686	10,532	9,486	90	110	13,656	11,389	10,289	90
Tayabas.....	111	18,936	17,805	16,344	92	129	20,683	19,429	17,872	92
Union.....	59	10,477	9,747	9,213	95	72	12,189	11,341	10,742	95
Zambales.....	49	7,907	6,875	6,462	94	54	8,748	7,665	7,226	94
Normal.....	1	459	410	383	93	3	1,830	1,640	1,572	96
Trade.....						3	798	670	643	96
Total.....	3,851	539,757	465,679	412,560	89	4,201	589,210	510,235	454,680	89

## No. 5.—Enrollment by sexes and courses.

A table showing the enrollment, by sexes, in the different courses of study during the month of September, 1914.

Course of study.	Male.	Female.	Total.
Primary.....	292,277	193,655	485,932
Intermediate.....	28,764	9,393	38,157
Secondary.....	5,746	1,104	6,850
Total.....	326,787	204,152	530,939

The proportion of males to females is as 3.2 to 2.

## No. 6.—Enrollment by grades.

A table showing, by divisions and for the Islands, the enrollment by grades and sexes during the month of September, 1914.

Division.	Primary grades.										Total.
	I.		II.		III.		IV.		Total.		
	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	
Manila	5,103	3,764	1,834	1,296	1,486	807	960	440	9,383	6,307	15,690
Agusan	1,412	985	189	106	344	123	159	38	2,104	1,252	3,356
Albay	3,309	2,366	1,913	1,316	1,100	634	737	335	7,059	4,651	11,710
Antique	2,328	1,617	1,167	731	649	299	415	179	4,559	2,826	7,385
Batangas	6,238	4,745	1,603	954	1,043	406	510	174	9,394	6,279	15,673
Bohol	3,262	6,276	3,292	2,754	1,638	947	966	435	14,158	10,412	24,570
Bulacan	4,200	2,912	2,004	1,256	1,185	624	893	398	8,282	5,190	13,472
Cagayan-Isabela	6,548	4,619	2,558	1,376	1,824	657	1,079	415	12,009	7,067	19,076
Camarines	3,950	2,853	2,039	1,225	949	449	690	295	7,628	4,822	12,450
Capiz	6,898	5,295	2,390	1,546	1,353	717	1,003	537	11,644	8,095	19,739
Cavite	3,183	2,571	1,186	837	743	436	579	276	5,691	4,120	9,811
Cebu	10,013	6,362	3,902	2,096	2,068	803	1,344	494	17,327	9,755	27,082
Ilocos Norte	3,336	2,812	2,108	1,480	1,152	652	713	344	7,309	5,288	12,597
Ilocos Sur	5,583	3,343	2,155	1,169	1,486	718	975	394	10,199	5,624	15,823
Iloilo	7,994	6,692	3,616	2,388	2,681	1,462	1,978	900	16,269	11,442	27,711
Laguna	3,383	2,825	1,517	1,082	929	524	720	342	6,549	4,773	11,322
Leyte	10,256	7,995	3,412	2,477	1,694	1,125	1,134	615	16,496	12,212	28,708
Mindoro	1,167	1,159	481	216	229	141	215	96	2,092	1,612	3,704
Mountain	1,797	510	391	144	221	77	142	70	2,551	801	3,352
Nueva Ecija	3,737	3,052	1,455	908	908	387	633	230	6,733	4,577	11,310
Nueva Vizcaya	571	437	321	227	248	155	213	127	1,353	946	2,299
Occidental Negros	5,801	4,901	3,311	2,175	1,646	978	1,395	684	12,153	8,739	20,891
Oriental Negros	4,699	3,606	1,758	1,162	788	504	375	192	7,620	5,464	13,084
Palawan	1,339	633	334	174	288	101	149	48	2,110	956	3,066
Pampanga-Bataan	6,891	4,304	2,310	1,275	1,402	616	890	282	11,493	6,477	17,970
Pangasinan	10,064	8,592	4,397	3,039	2,847	1,444	1,910	783	19,213	13,358	33,076
Rizal	3,600	2,515	1,468	855	812	434	605	258	6,485	4,062	10,547
Samar	5,742	4,338	2,257	1,457	1,105	572	712	271	9,816	6,638	16,454
Sorsogon	4,409	3,030	1,559	813	953	383	640	221	7,561	4,447	12,008
Surigao-Misamis	5,136	4,640	1,836	1,493	836	585	606	326	8,414	7,044	15,458
Tarlac	3,623	3,079	1,258	741	865	384	835	180	6,581	4,384	10,965
Tayabas	5,977	4,372	2,601	1,504	1,375	708	949	521	10,902	7,105	18,007
Union	2,764	1,709	1,591	867	1,172	578	942	359	6,469	3,513	9,982
Zambales	2,528	1,914	1,018	545	505	189	355	123	4,406	2,771	7,177
Normal	60	40	61	39	70	38	69	30	260	147	407
Trade											
Total	161,901	120,863	65,292	41,723	38,594	19,657	26,490	11,412	292,277	193,655	485,932

No. 6.—*Enrollment by grades—Continued.*

Division.	Intermediate grades.								Total.
	V.		VI.		VII.		Total.		
	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	
Manila	694	260	310	133	264	92	1,268	485	1,753
Agusan	39	3	22	2			61	5	66
Albay	289	111	198	66	163	35	650	212	862
Antique	165	71	123	36	61	12	349	119	468
Batangas	292	73	249	65	218	55	759	193	952
Bohol	530	219	331	99	193	64	1,054	382	1,436
Bulacan	460	158	249	87	176	66	885	311	1,196
Cagayan-Isabela	556	154	314	114	249	61	1,119	329	1,448
Camarines	414	137	253	86	188	47	855	270	1,125
Capiz	359	196	202	98	109	33	670	327	997
Cavite	285	112	136	72	90	32	511	216	727
Cebu	739	208	424	130	251	74	1,414	412	1,826
Ilocos Norte	494	186	258	114	167	50	919	350	1,269
Ilocos Sur	583	198	402	131	363	112	1,348	441	1,789
Iloilo	1,033	369	569	209	431	116	2,033	694	2,727
Laguna	451	118	259	119	210	80	920	317	1,237
Leyte	725	306	405	186	251	72	1,381	564	1,945
Mindoro	41	7	25	5	20		86	12	98
Mountain	116	27	79	18	41	6	236	51	287
Nueva Ecija	339	80	324	69	244	40	907	189	1,096
Nueva Vizcaya	147	68	65	24	59	19	271	111	382
Occidental Negros	556	179	249	97	154	62	959	338	1,297
Oriental Negros	212	87	83	53	47	19	342	159	501
Palawan	79	18	46	7	22	5	147	30	177
Pampanga-Bataan	588	127	339	93	246	56	1,173	276	1,449
Pangasinan	1,098	361	805	229	512	126	2,415	716	3,131
Rizal	277	76	174	62	130	38	581	176	757
Samar	373	122	131	48	128	31	632	201	833
Sorsogon	289	89	178	56	115	43	582	188	770
Surigao-Misamis	205	107	107	53	47	29	359	189	548
Tarlac	275	115	157	37	111	28	543	180	723
Tayabas	559	199	310	91	231	71	1,100	361	1,461
Union	505	154	312	75	241	59	1,058	288	1,346
Zambales	204	67	164	45	166	34	534	146	680
Normal	92	66	85	58	70	31	247	155	402
Trade	162		120		114		396		396
Total	14,225	4,828	8,457	2,867	6,082	1,698	28,764	9,393	38,157

## No. 6.—Enrollment by grades—Continued.

Division.	Secondary years.											Grand total.		
	First.		Second.		Third.		Fourth.		Total.		Total.			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Total.
Manila	441	66	189	42	168	28	138	16	936	152	1,088	11,587	6,944	18,531
Agusan												2,165	1,257	3,422
Albay	63	23	28	7	18	5			109	35	144	7,818	4,898	12,716
Antique	17	6							17	6	23	4,925	2,951	7,876
Batangas	119	17	40	3	34	2	27	5	220	27	247	10,373	6,499	16,872
Bohol	59	9	11	1	14				84	10	94	15,296	10,804	26,100
Bulacan	69	15	23	4	16	4	14	2	122	25	147	9,289	5,526	14,815
Cagayan-Isabela	99	11	43	11	28	1	28	2	198	25	223	13,326	7,421	20,747
Camarines	83	15	31	9	19		13	1	146	25	171	8,629	5,117	13,746
Capiz	46	11	30	3	26	4			102	18	120	12,416	8,440	20,856
Cavite	22	9	12	2					34	11	45	6,236	4,347	10,583
Cebu	103	8	45	5	25	2	22	1	195	16	211	18,986	10,183	29,169
Ilocos Norte	105	21	39	5					144	26	170	8,372	5,664	14,036
Ilocos Sur	171	38	60	10	32	2	23	5	286	55	341	11,833	6,120	17,953
Iloilo	169	23	101	18	66	7	22	1	358	49	407	18,660	12,185	30,845
Laguna	87	15	35	11					122	26	148	7,591	5,116	12,707
Leyte	75	13	19	3	15	4			109	20	129	17,986	12,796	30,782
Mindoro												2,178	1,624	3,802
Mountain												2,787	852	3,639
Nueva Ecija	124	13	30	3	21	1	12	1	187	18	205	7,827	4,784	12,611
Nueva Vizcaya	36	2							36	2	38	1,660	1,059	2,719
Occidental Negros	56	8	37	6	18	4	15	3	126	21	147	13,238	9,097	22,335
Oriental Negros	25	5	15	7					40	12	52	8,002	5,635	13,637
Palawan												2,257	986	3,243
Pampanga-Bataan	116	10	36	6	28	3	23	6	203	25	228	12,869	6,778	19,647
Pangasinan	200	24	99	18	52	3	41	4	392	49	441	22,025	14,623	36,648
Rizal	42	6	20	1					62	7	69	7,128	4,245	11,373
Samar	34	3							34	3	37	10,482	6,842	17,324
Sorsogon	47	8	24	1					71	9	80	8,214	4,644	12,858
Surigao-Misamis	31	5	29	1					60	6	66	8,833	7,239	16,072
Tarlac	65	9	33	5	14	1			112	15	127	7,236	4,579	11,815
Tayabas	85	16	32	7	21		22	3	160	26	186	12,162	7,492	19,654
Union	125	16	55	7	32	2			212	25	237	7,739	3,826	11,565
Zambales	78	9	43						121	9	130	5,061	2,926	7,987
Normal	241	206	74	83	106	30	57	32	478	351	829	985	663	1,638
Trade	167		80		15		8		270		270	666		666
Total	3,200	640	1,313	279	768	103	465	82	5,746	1,104	6,850	326,787	204,152	530,939

NOTE.—The highest monthly enrollment of the first half of the present school year was for September, 1914. The figures for that month are therefore used here.

## No. 7.—Promotions.

A table showing, by divisions and for the Islands, the promotions in the various grades and years during the school year 1913-14.

Division.	Primary.				Intermediate.			Secondary.				Total.
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	VII to first year.	First to second year.	Second to third year.	Third to fourth year.	From fourth year.	
Manila .....	2,695	1,844	1,266	903	362	260	278	147	121	91	177	8,144
Aguasan .....	757	384	198	43	28	9	4					1,423
Albay .....	2,801	1,464	894	491	201	163	145	46	29			6,234
Antique .....	1,411	756	408	174	121	61	32	12				2,975
Batangas .....	3,228	1,114	462	299	201	188	185	38	39	27	15	5,796
Bohol .....	5,962	2,660	1,275	743	421	281	188	19	16			11,515
Bulacan .....	3,306	1,496	828	447	200	154	113	23	21	12	14	6,619
Cagayan-Isabela .....	3,417	1,887	1,155	552	307	232	167	53	29	32	20	7,851
Camarines .....	3,505	1,401	772	525	286	175	142	52	17	16		6,891
Capiz .....	2,129	1,448	802	371	195	91	74	40	23			5,173
Cavite .....	2,385	932	524	293	110	95	61	12	8			4,420
Cebu .....	7,040	2,313	1,238	848	467	224	213	49	31	26	21	12,470
Ilocos Norte .....	2,770	1,444	688	445	200	152	105	37	22	10		5,873
Ilocos Sur .....	3,893	1,835	1,035	692	420	351	226	81	32	27	19	8,611
Iloilo .....	4,812	2,737	1,885	1,128	504	325	243	103	71	26	14	11,848
Laguna .....	2,094	1,064	684	468	258	208	178	59	27			5,040
Leyte .....	4,843	2,341	1,352	886	576	268	214	26	11			10,517
Mindoro .....	892	404	156	28	34	13	8					1,585
Mountain .....	513	234	165	92	78	43	11					1,136
Nueva Ecija .....	2,122	995	545	276	292	215	137	33	19	12	15	4,661
Nueva Vizcaya .....	503	304	217	145	54	62	33	13				1,331
Occidental Negros .....	3,851	1,723	1,218	514	285	158	131	48	22	14	12	7,976
Oriental Negros .....	2,339	1,067	405	250	99	50	39	10				4,259
Palawan .....	372	303	172	125	46	25	16	7				1,066
Pampanga-Bataan .....	3,809	1,901	992	668	326	278	175	53	26	23	12	8,263
Pangasinan .....	6,335	3,447	1,850	1,269	873	477	398	122	56	41	18	14,886
Rizal .....	2,467	997	632	351	194	157	130	18	12			4,958
Samar .....	3,042	1,496	688	401	118	142	83	12				5,982
Sorsogon .....	2,542	1,310	721	361	231	139	105	30				5,439
Surigao-Misamis .....	2,436	1,238	628	280	157	63	58	30	11			4,901
Tarlac .....	2,348	1,011	636	369	181	90	90	37	22	14		4,798
Tayabas .....	3,289	1,612	1,095	662	306	237	201	33	20	21	13	7,489
Union .....	2,132	1,345	944	572	271	280	237	70	43			5,894
Zambales .....	1,189	480	358	267	168	182	126	65	31			2,866
Normal .....	60	46	31	38	69	46	44	106	69	48	57	614
Trade .....					45	62	45	99	41	9		301
Total .....	97,289	47,033	26,919	15,976	8,684	5,956	4,585	1,588	869	449	407	209,755

No. 8.—*Promotions of the past seven years.*

A table showing the average daily attendance, promotions, and percentages of promotions for the Islands, by grades, for seven school years 1907-14.

Grade.	1907-8			1908-9			1909-10		
	Average daily attendance.	Promotions.	Per-centage of pro-motions.	Average daily attendance.	Promotions.	Per-centage of pro-motions.	Average daily attendance.	Promotions.	Per-centage of pro-motions.
Primary:									
I .....	165,657	63,178	38	177,245	72,215	41	191,498	80,440	42
II .....	55,631	31,101	55	68,916	34,548	50	60,980	43,688	72
III .....	20,418	13,848	68	27,312	11,361	42	31,461	20,961	67
IV .....	11,114	4,964	45	13,500	7,273	54	14,062	9,992	71
Intermediate:									
V .....	5,754	3,661	63	5,230	4,395	84	7,600	6,030	79
VI .....	3,850	2,274	59	3,812	3,070	81	4,234	3,440	81
VII .....	1,470	1,061	71	1,998	1,529	77	2,480	2,108	85
Secondary:									
First .....	450	428	93	870	616	71	1,127	765	68
Second .....	305	191	63	430	366	85	490	392	80
Third .....	146	80	55	168	164	97	286	274	96
Fourth .....	12	11	91	144	88	61	166	122	73
Total .....	264,807	120,777	46	299,625	135,625	45	314,334	168,212	54

Grade.	1910-11			1911-12			1912-13		
	Average daily attendance.	Promotions.	Per-centage of pro-motions.	Average daily attendance.	Promotions.	Per-centage of pro-motions.	Average daily attendance.	Promotions.	Per-centage of pro-motions.
Primary:									
I .....	209,119	81,341	39	171,168	68,870	43	139,271	59,394	43
II .....	74,232	45,302	61	69,909	39,821	62	57,560	36,100	63
III .....	33,125	22,244	67	39,290	21,456	58	37,279	23,650	63
IV .....	17,386	11,760	68	22,479	11,200	51	24,309	15,040	62
Intermediate:									
V .....	9,466	7,366	78	10,950	8,506	78	11,105	9,473	85
VI .....	6,042	4,448	74	7,190	5,496	76	8,370	6,738	81
VII .....	3,402	2,436	72	4,608	3,062	67	5,820	4,695	81
Secondary:									
First .....	1,603	940	59	1,971	1,246	65	2,296	1,473	64
Second .....	624	519	82	796	597	75	997	746	75
Third .....	282	267	94	452	428	88	583	453	78
Fourth .....	241	222	92	260	221	82	405	342	84
Total .....	355,522	176,845	50	329,073	160,903	49	287,995	158,104	55

Grade.	1913-14		
	Average daily attendance.	Promotions.	Per-centage of pro-motions.
Primary:			
I .....	246,716	97,289	39
II .....	78,105	47,033	60
III .....	40,035	26,919	67
IV .....	27,238	15,976	59
Intermediate:			
V .....	13,915	8,684	62
VI .....	9,946	5,956	60
VII .....	7,051	4,585	65
Secondary:			
First .....	3,125	1,576	50
Second .....	1,294	869	67
Third .....	622	449	72
Fourth .....	505	407	81
Total .....	428,552	209,743	49





No. 10.—*Total population and school attendance.*

A table showing, by divisions and for the Islands, the relation of total population and school population to school enrollment for the school years 1913-14 and 1914-15 to December 31, 1914.

Division.	Total population.	School population.	Average monthly enrollment.		Percentage of total population in attendance.		Percentage of school population in attendance.	
			1913-14	1914-15	1913-14	1914-15	1913-14	1914-15
Manila	235,000	39,166	16,055	18,151	7	8	41	46
Agusan-Bukidnon	110,000	18,333	3,586	3,459	3	3	20	19
Albay	239,434	39,905	12,609	12,337	5	5	32	31
Antique	136,352	22,725	7,146	7,308	5	5	31	32
Batangas	257,715	42,952	14,621	16,329	6	6	34	38
Bohol	269,223	44,870	24,061	25,419	9	9	54	57
Bulacan	223,327	37,221	15,164	14,341	7	6	41	39
Cagayan-Isabela	214,573	35,762	18,035	19,704	8	9	50	55
Camarines	233,472	38,912	13,678	13,328	6	6	35	34
Capiz	278,040	46,340	18,095	19,324	7	7	39	42
Cavite	134,849	22,474	10,916	10,346	8	8	49	46
Cebu	750,811	125,135	26,518	27,926	4	4	21	22
Ilocos Norte	176,785	29,464	13,190	13,743	7.5	8	45	47
Ilocos Sur	250,733	41,788	16,109	17,526	6	7	39	42
Iloilo	403,922	67,322	27,351	29,543	7	7	41	44
Laguna	148,606	24,768	11,544	12,491	8	8	47	50
Leyte	388,958	64,826	28,214	29,040	7	7.5	44	45
Mindoro	43,299	7,216	3,823	3,669	9	8	53	51
Mountain	315,560	52,593	2,404	3,606	1	1	5	7
Nueva Ecija	132,999	22,166	12,495	11,924	9	9	56	54
Nueva Vizcaya	21,530	3,588	2,541	2,716	12	13	71	76
Occidental Negros	305,746	51,957	18,018	21,025	6	7	35	40
Oriental Negros	185,473	30,912	12,910	13,287	7	7	42	43
Palawan	36,808	6,134	3,078	3,105	8	8	50	51
Pampanga-Bataan	280,464	46,743	19,673	18,898	7	7	42	40
Pangasinan	438,111	73,018	33,014	34,782	8	8	45	48
Rizal	148,502	24,750	12,040	11,049	8	7	49	45
Samar	278,204	46,367	16,417	16,443	6	6	35	35
Sorsogon	162,887	27,147	12,958	12,330	8	8	48	46
Surigao-Misamis	211,209	35,201	13,690	14,952	6.5	7	39	42
Tarlac	133,876	22,229	11,479	11,389	9	9	52	51
Tayabas	201,683	33,613	16,780	19,429	8	10	50	58
Union	125,938	20,989	11,538	11,341	9	9	55	54
Zambales	56,762	9,460	7,319	7,665	13	14	77	81
Normal			1,369	1,640				
Trade			632	670				
Total	7,530,351	1,256,046	489,070	510,235	6.5	7	89	41

NOTE.—Total school population as used in this report is one-sixth of the total population. The figures on population here indicated are based on the 1903 census, modified by division estimates by division superintendents.



Surigao-Misamis.....	5	3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Division.	Filipino, municipal.										Apprentice.						
	Primary.		Inter-mediate.		Secondary (male).	Industrial.		Super-vising.	Total.		Grand total.	Primary.		Total.		Grand total.	
						Class.	Supervisor (male).										Male.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
	Grand total.																
	Grand total.																
Manila	131	156	11	8	1	23	49	1	2	171	216	387	195	276	471		
Acrusan	5	12				1				5	12	17	75	100	175		
Albay	141	81	9	1	1	1	3	1		152	86	237	178	270	448		
Antique	99	85								100	86	186	229	315	544		
Batangas	176	63	13	4	16	12	6	1		206	79	285	228	357	585		
Bohol	212	104	5	3	3	6	4	1		221	113	334	268	383	651		
Bulacan	141	91	6	2	6	3	2			153	97	250	246	396	642		
Cagayan-Isabela	180	79	2			4				186	51	237	265	386	651		
Camarines	115	72	4	5	1	2	2			170	75	245	207	314	521		
Capiz	211	80								211	80	291	265	383	648		
Cavite	91	84	1			2	2			91	80	171	121	198	319		
Cebu	270	65	3	2		2	6			278	69	347	353	484	837		
Ilocos Norte	146	90				12	6			168	66	234	197	276	473		
Ilocos Sur	1	1				1				151	95	246	207	297	504		
Iloilo	276	112	10	3		16	6			302	121	423	355	482	837		
Laguna	108	80	12	6		9	6			127	88	215	152	246	401		
Makay	277	106	8			7				294	112	406	340	461	801		
Meyre	53	16								53	16	69	72	92	164		
Minodoro	3	5								3	5	8	68	24	92		
Mountain Province	127	42	7	2		13	8			147	52	199	180	259	439		
Nueva Ecija	20	8								20	8	28	64	25	89		
Nueva Vizcaya	231	85	10	4		4	3			245	92	337	286	391	677		
Oriental Negros	113	53				2				115	58	173	146	203	349		
Palawan	23	5								23	5	28	66	24	90		
Pampanga-Bataan	156	110	2	5		11	1			169	111	280	215	336	551		





No. 11a.—Classification of all teachers—Continued.

Division.	American.										Filipino, Insular.									
	Primary.					Second-ary.					Inter-mediate.					Secondary.				
	Male.		Female.		Total.	Male.		Female.		Total.	Male.		Female.		Total.	Male.		Female.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	
Tarlac.....	1	14	66	40	105	68	25	28	42	12	134	4	373	165	539	265	55	353	112	1,291
Tayabas.....																				
Union.....																				
Zambales.....																				
Normal.....																				
Trade.....																				
General Office.....																				
Total.....	1	14	66	40	105	68	25	28	42	12	134	4	373	165	539	265	55	353	112	1,291

Division.	Filipino, municipal.										Apprentice.									
	Primary.					Inter-mediate.					Secondary.					Inter-mediate.				
	Male.		Female.		Total.	Male.		Female.		Total.	Male.		Female.		Total.	Male.		Female.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	
Manila.....	145	159	15	10	1	25	45	1	1	218	186	218	404	218	19	63	19	211	272	483
Agusan-Bukidnon.....	6	13	8	4						6	6	13	19	6	13	19	24	68	92	92
Albay.....	149	82	8							163	163	86	249	163	86	249	24	191	24	283
Antique.....	92	39								92	92	39	131	92	39	131	119	119	41	160
Batangas.....	210	63	15	5						239	239	78	317	239	78	317	296	271	89	360
Bohol.....	230	124	13	1						251	251	131	382	251	131	382	296	296	141	437
Bulacan.....	180	84	8	2						141	141	88	229	141	88	229	296	172	105	277
Cagayan-Isabela.....	200	79	2							205	205	79	284	205	79	284	1	1	1	1
Camarines.....	120	69	7	5						128	128	78	206	128	78	206	1	1	1	1
Capiz.....	217	86	3							220	220	86	306	220	86	306	4	4	4	5
Grand total.....	211	272	483	19	404	186	218	19	404	218	186	218	404	218	19	63	19	211	272	483

Cavite.....	80	94	2	2	3	1	1	1	1	181	95	86	1	1	1	109	109	218							
Cebu.....	268	79	8	8	16	12	12	12	12	337	81	276	173	166	108	201	129	447							
Ilocos Norte.....	149	56	8	1	14	15	15	15	15	242	69	173	135	135	135	222	129	280							
Ilocos Sur.....	139	86	13	7	14	16	16	16	16	274	108	320	135	135	135	401	165	351							
Iloilo.....	287	122	21	7	12	6	6	6	6	455	455	36	36	36	36	148	114	566							
Laguna.....	101	95	18	9	7	2	2	2	2	232	106	126	106	106	106	323	113	486							
Leyte.....	256	97	13	13	8	7	7	7	7	381	104	277	104	104	104	81	18	99							
Mindoro.....	63	14	1	1	1	1	1	1	1	78	14	64	14	14	14	97	39	136							
Mountain.....	31	5	1	1	5	3	3	3	3	45	9	158	49	49	49	164	57	251							
Nueva Ecija.....	130	26	7	2	21	21	21	21	21	207	8	135	49	49	49	194	67	251							
Nueva Vizcaya.....	14	8	1	1	3	5	5	5	5	22	8	14	8	8	8	61	26	87							
Occidental Negros.....	253	94	16	3	3	5	5	5	5	374	49	128	52	52	52	316	115	431							
Oriental Negros.....	126	52	1	1	2	1	1	1	1	180	52	135	52	52	52	159	61	220							
Palawan.....	37	4	1	1	1	1	1	1	1	42	5	37	5	5	5	281	135	356							
Pampanga-Bataan.....	163	115	2	1	11	1	1	1	1	233	117	176	176	176	176	462	157	619							
Pangasinan.....	321	109	38	8	29	17	17	17	17	522	134	388	134	134	134	126	74	239							
Rizal.....	93	87	5	5	5	5	5	5	5	135	87	98	64	64	64	215	74	239							
Samar.....	163	64	3	1	1	1	1	1	1	231	64	167	64	64	64	156	52	207							
Sorsogon.....	122	48	5	1	1	1	1	1	1	176	49	127	49	49	49	189	87	276							
Surigao-Misamis.....	148	75	1	1	1	1	1	1	1	176	49	143	75	75	75	244	108	352							
Tarlac.....	132	29	7	2	7	11	11	11	11	223	75	147	42	42	42	174	51	225							
Tayabas.....	180	82	28	13	2	2	2	2	2	189	42	208	92	92	92	168	54	222							
Union.....	117	44	21	4	15	16	16	16	16	186	25	138	48	48	48	106	29	135							
Zambales.....	68	9	1	1	1	1	1	1	1	109	25	84	25	25	25	17	36	53							
Normal.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27	3	30							
Trade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	13	35							
General Office.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....							
Total.....	4,940	2,292	282	88	1	212	185	6	1	3	2	2	5,445	2,569	8,014	56	37	1	2	59	37	96	6,879	3,061	9,940

NOTE.—The above figures do not include 11 teachers in the School of Household Industries, which is under special appropriation.

## No. 12.—Attainments of Filipino teachers.

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1913-14.

Division.	Attainments.										Total.
	Grade.					Year.					
	Under IV.	IV.	V.	VI.	VII.	First.	Second.	Third.	Fourth.	Above fourth.	
Manila	31	7	13	43	68	109	44	19	9	58	401
Agusan-Bukidnon	2		11	17	25	31	7		1	1	95
Albay				4	76	139	24	5		8	256
Antique			9	58	35	36	12	5	1	2	158
Batangas	1			1	43	231	22	6	1	11	316
Bohol			23	93	114	93	25	15	2	5	370
Bulacan				3	21	203	22	8	1	21	279
Cagayan-Isabela		7	7	16	86	141	26	3	7	17	310
Camarines				5	51	184	10	3		4	227
Capiz			35	94	71	100	14	9	3	8	334
Cavite	1			3	47	127	13	7	3	9	210
Cebu				21	94	234	35	5	4	16	409
Ilocos Norte			1	48	92	97	8		2	12	260
Ilocos Sur			6	29	31	151	34	29	4	19	303
Iloilo			5	63	176	176	28	6	2	15	471
Laguna		1	2	14	21	163	20	4	1	8	234
Leyte			2	55	177	156	26	13	2	7	438
Mindoro			6	31	19	24	4	1		1	86
Mountain	8	1	3	10	19	32	4	3		3	83
Nueva Ecija	2		1	6	91	91	22	4		5	222
Nueva Vizcaya	7	1		33	26	11	4		1		83
Occidental Negros	1		1	74	146	123	9	7	2	6	374
Oriental Negros		1	48	55	49	25	10	5		10	203
Palawan		1	3	12	17	20	3	1		2	59
Pampanga-Bataan			1	9	73	195	20	4	3	17	322
Pangasinan	1		1	1	42	434	52	15	2	13	561
Rizal				8	10	138	13	4		11	134
Samar			6	63	100	77	9	4	2	1	262
Sorsogon		1	1	12	45	123	10	3		2	202
Surigao-Misamis			31	73	75	54	15	4		8	260
Tarlac			1	15	76	89	11	2	1	4	199
Tayabas	1		2	8	35	183	14	12	4	20	279
Union					13	141	31	17	2	10	214
Zambales	1		6	11	16	72	10	5	8		129
Normal			4	7	3	3				6	23
Trade	2		1	1	4	4				1	14
General Office			6	3	5	6					20
Total	58	20	236	999	2,092	4,196	611	228	69	341	8,850



No. 13.—*Six years' table on attainments.*

A table showing, for the Islands, the comparison of attainments of Filipino teachers during the past six years 1909-1914.

School year.	Primary.				Intermediate.			Secondary.					Total.
	Grade I.	Grade II.	Grade III.	Grade IV. <sup>a</sup>	Grade V.	Grade VI.	Grade VII.	First year.	Second year.	Third year.	Fourth year.	Above fourth year and pensionados in U. S.	
1908-9		21	83	488	1,732	2,225	1,849	1,112	139	57	49		7,755
1909-10	157	3	60	344	1,638	2,391	2,257	1,672	224	77	109		8,932
1910-11	46	9	23	292	1,264	2,648	2,664	2,303	280	74	180		9,783
1911-12		43		135	670	1,703	2,201	2,271	327	113	144	89	7,696
1912-13		67		29	309	1,137	1,949	2,625	445	150	51	251	7,013
1913-14				78	236	999	2,092	4,196	611	228	69	341	8,850

<sup>a</sup> Those under Grade IV are mostly industrial without academic standing.

No. 14.—*Filipino teachers' salaries.*

A table showing, by divisions and for the Islands, the number of municipal and Insular teachers and their average monthly salaries, March, 1914.

Division.	Municipal.		Insular.		Grand total.	
	Number.	Average salaries.	Number.	Average salaries.	Number.	Average salaries.
Manila	387	P52.97	14	P71.79	401	P53.62
Agusan-Bukidnon	17	19.10	78	42.38	95	38.22
Albay	237	23.46	19	59.74	256	26.16
Antique	136	15.49	22	47.50	158	19.95
Batangas	255	21.15	31	58.71	316	24.83
Bohol	334	14.60	36	46.81	370	17.74
Bulacan	250	21.67	29	70.52	279	26.75
Cagayan-Isabela	266	20.27	44	50.00	310	24.49
Camarines	199	23.87	26	54.15	225	27.37
Capiz	291	15.70	37	53.35	328	20.51
Cavite	181	21.98	29	61.69	210	27.46
Cebu	347	24.95	62	50.87	409	28.83
Ilocos Norte	234	15.52	26	56.04	260	19.59
Ilocos Sur	246	18.03	57	54.30	303	24.86
Iloilo	423	19.08	39	53.72	462	22.01
Laguna	215	19.95	19	62.79	234	23.43
Leyte	406	19.33	32	48.41	438	21.46
Mindoro	69	18.33	14	41.79	83	22.29
Mountain	8	18.13	75	33.05	83	31.61
Nueva Ecija	199	16.75	23	63.43	222	21.59
Nueva Vizcaya	28	14.57	55	21.20	83	18.96
Occidental Negros	337	20.33	37	47.91	374	23.09
Oriental Negros	173	15.88	30	48.80	203	20.74
Palawan	34	18.60	25	46.40	59	30.38
Pampanga-Bataan	280	20.79	42	56.76	322	25.43
Pangasinan	490	20.43	60	56.17	550	24.62
Rizal	160	23.88	24	62.67	184	28.94
Samar	220	17.26	42	41.45	262	21.14
Sorsogon	133	22.16	19	47.37	202	24.53
Surigao-Misamis	222	18.05	38	52.21	260	23.04
Tarlac	176	17.14	23	52.70	199	21.25
Tayabas	246	25.18	33	58.76	279	29.15
Union	188	17.50	25	55.00	213	21.90
Zambales	111	16.39	18	57.78	129	22.16
Normal			23	56.30	23	56.30
Trade			14	71.79	14	71.79
General Office			20	49.00	20	49.00
Total	7,578	P21.34	1,240	P50.77	8,818	P25.80

No. 15.—*Non-Christian enrollment and attendance.*

A table showing, by divisions and for the Islands, enrollment and attendance statistics for all non-Christian pupils.

Division.	Annual enrollment.		Average daily attendance.		Enrollment by grades for March, 1914 (or last month of school).					
					I.		II.		III.	
	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.
Agusan	1,991	980	1,276	635	886	535	342	116	154	37
Antique	79	51	67	44	63	42	6	3		
Camarines	136	101	111	95	103	80	11	10	4	5
Ilocos Norte	90	37	46	24	42	25	10	4		
Ilocos Sur	753	181	591	116	366	91	88	26	64	3
Mindoro	77	48	49	29	57	35	6			
Mountain	1,628	356	1,127	267	835	187	187	61	95	38
Nueva Vizcaya	170	65	139	62	120	55	17	5	4	1
Palawan	62	45	54	40	17	27	6	12	18	2
Pangasinan	218	129	177	94	123	90	40	14	20	1
Tarlac	46	27	41	21	41	21	5	3		
Zambales	50	27	23	18	19	16	4	3		
Total	5,300	2,047	3,701	1,445	2,672	1,204	722	257	359	87

Division.	Enrollment by grades for March, 1914 (or last month of school).									
	IV.		V.		VI.		VII.		Total.	
	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.
Agusan	57	11	19						1,458	699
Antique									69	45
Camarines									118	95
Ilocos Norte									52	29
Ilocos Sur	34		15		17		7		591	120
Mindoro									63	35
Mountain	57	8	32		28				1,234	294
Nueva Vizcaya	1	2							142	63
Palawan	14								55	41
Pangasinan									183	105
Tarlac									46	24
Zambales									23	19
Total	163	21	66		45		7		4,034	1,569

NOTE.—There are but three regularly organized non-Christian provinces—Agusan, Mountain, and Nueva Vizcaya. Schools for non-Christians, however, were conducted in the other Christian provinces shown here.

No. 16.—*Non-Christian schools.*

A table showing, by divisions and for the Islands, the number of schools with non-Christian pupils, the number of teachers, the annual salaries for teachers, the other annual expenses; the total annual expenses, the tribes or classes of people taught, and the main subjects of industrial instruction taught to the non-Christian pupils, during the school year 1913-14.

Division.	Schools.	Teachers.	Annual salaries of teachers.				Total.
			American.	Insular.	Provin- cial.	Munici- pal.	
Agusan.....	55	100	P12,000.00	P38,280.00		P4,560.00	P54,840.00
Antique.....	3	3		480.00	P480.00		960.00
Camarines.....	5	6			1,920.00		1,920.00
Ilocos Norte.....	2	2			170.00		170.00
Ilocos Sur.....	31	92	12,100.00	15,210.00		12,482.00	39,792.00
Mindoro.....	4	4			1,560.00	360.00	1,920.00
Mountain.....	27	91	21,800.00	29,868.00		1,744.00	53,412.00
Nueva Vizcaya.....	7	15	1,250.00	2,924.73			4,174.73
Palawan.....	1	3	3,200.00	1,200.00		6,000.00	10,400.00
Pangasinan.....	1	4		1,382.00			1,382.00
Tarlac.....	2	2			361.00		361.00
Zambales.....	1	3		680.00	200.00		880.00
Total.....	139	325	50,350.00	90,024.73	4,691.00	25,146.00	170,211.73

Division.	Other annual expenses.			Total.	Total annual expenses.
	Insular.	Provin- cial.	Munici- pal.		
Agusan.....	P36,000.00		P3,599.96	P39,599.96	P94,439.96
Antique.....					960.00
Camarines.....		P10.99		10.99	1,930.99
Ilocos Norte.....					170.00
Ilocos Sur.....	4,000.00	288.00	1,376.49	5,664.49	45,456.49
Mindoro.....	900.00	1,000.00	250.00	2,150.00	4,070.00
Mountain.....	35,900.00			35,900.00	89,312.00
Nueva Vizcaya.....	7,022.52			7,022.52	11,197.25
Palawan.....					10,400.00
Pangasinan.....					1,382.00
Tarlac.....		70.00		70.00	431.00
Zambales.....	481.81	313.24		795.05	1,675.05
Total.....	84,304.33	1,682.23	5,226.45	91,213.01	261,424.74

Division.	Tribes and classes of people.	Kind of industrial work taught in schools.
Agusan.....	Bukidnons, Visayans, and Manobos.....	Farming minor industries.
Antique.....	Negritos and Visayans.....	Gardening, basketry, and mat weav- ing.
Camarines.....	Negritos and Dumagats.....	Basketry; plain sewing; slipper, chair, and hand-bag making.
Ilocos Norte.....	Tinguanes.....	Elementary weaving.
Ilocos Sur.....	Tinguanes and Ilocanos.....	Weaving, sewing, embroidery, lace making, gardening, farming, and cooking.
Mindoro.....	Mangyans.....	Basketry, gardening, and weaving.
Mountain.....	Benguet Igorots, Ilocanos, Bagos, Bontoc Igorots, Lepanto Igorots, Kalingas, and Ifugaos.	Woodwork, basketry, gardening, household industries.
Nueva Vizcaya.....	Negritos and Igorots.....	Housekeeping and farming.
Palawan.....	Tagbanuas.....	Farming and loom weaving.
Pangasinan.....	Bagos.....	Handicrafts, gardening, plain sew- ing, weaving.
Tarlac.....	Negritos.....	Gardening.
Zambales.....	do.....	Farming, basketry, stock raising, girls sewing, housekeeping, cloth weaving.

NOTE.—In the provinces listed here schools for non-Christians are conducted. This does not mean, however, that all of the expense shown on this table was for instruction of non-Christians. The total number of non-Christian pupils enrolled in all provinces, Christian and non-Christian, was 11,273; the total number of Christian pupils in the three non-Christian provinces was 4,587; and in addition there was a large number of Christian pupils enrolled, with non-Christian pupils, in non-Christian schools located in Christian provinces. The expenditures shown on this table were for instruction to all the foregoing pupils.



Normal Trade	98	70	55	295	92,915.57	4,595	1,537	2,380	697	425	8,562	2,659	16,612.92	73,179.29
Total														

No. 18.—*Athletics, 1914.*

A table showing, by divisions and for the Islands, the number of pupils taking part in various athletic activities during December, 1914, the number of registered athletes, athletic organizations, and the number of meets held during the year.

Division.	Monthly enrollment (December, 1914).		Pupils playing group games regularly.		Pupils playing baseball regularly.		Pupils playing indoor baseball regularly.		Pupils playing basketball regularly.		Pupils playing volleyball regularly.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Manila	11,183	6,608	5,988	2,852	382	1,152	2,420	1,152	293	7	1,484	7
Agusan-Bukidnon <sup>a</sup>	2,289	1,290	1,346	751	839	642	301	642	10	10	14	14
Albay	7,007	4,398	5,636	2,520	774	2,088	1,145	2,088	133	130	1,919	527
Antique <sup>b</sup>	4,214	2,460	2,906	1,606	179	1,145	1,145	734	28	28	406	319
Batangas	10,859	6,862	7,515	3,449	2,263	1,467	2,714	2,700	356	52	1,372	654
Bohol	14,734	10,530	9,164	5,914	1,525	3,371	2,023	3,512	74	74	1,478	306
Bulacan	8,622	4,950	4,336	2,371	777	2,525	1,655	2,832	465	35	891	69
Cagayan-Ileabela	12,108	7,160	6,622	3,991	1,855	2,631	1,668	2,631	502	629	2,040	568
Camarines <sup>b</sup>	8,456	5,029	5,986	3,301	1,957	421	1,668	2,591	101	18	1,445	309
Capiz	10,990	7,207	6,065	4,258	1,632	66	1,952	2,793	24	195	2,113	224
Cavite	6,971	4,229	5,076	3,054	189	80	2,927	1,871	399	366	1,211	734
Cebu	17,180	9,008	11,653	6,052	1,101	49	3,879	2,860	20	195	808	32
Ilocos Norte <sup>c</sup>	8,114	5,452	4,531	1,469	1,116	22	24	1,105	58	3	1,445	251
Ilocos Sur <sup>d</sup>	11,214	6,610	9,445	3,970	1,149	143	685	2,009	285	483	2,706	96
Iloilo	16,983	10,834	11,344	6,901	2,923	416	2,133	4,192	522	1,158	1,553	52
Laguna	17,105	4,868	5,672	3,926	272	22	431	1,036	2,165	42	2,706	894
Leyte	15,833	11,199	7,409	5,322	1,765	104	4,121	3,318	563	203	1,023	82
Mindoro	2,076	1,409	1,732	1,106	419	5	825	650	78	50	221	131
Mount	874	2,296	866	666	627	37	329	378	110	42	582	135
Nueva Ecija	7,039	4,040	2,265	1,351	1,631	24	1,155	996	19	12	1,203	465
Nueva Vizcaya	1,634	1,054	1,177	708	108	10	257	232	78	92	313	6
Oriental Negros	11,167	7,024	5,761	3,294	2,041	48	570	2,057	79	44	1,094	672
Occidental Negros	5,263	5,263	3,294	1,976	1,038	8	437	1,579	147	56	1,103	928
Palawan	2,222	1,051	2,032	996	1,022	3	2,406	589	18	337	1,337	143
Pampanga-Bataan	11,229	6,093	6,652	3,342	745	25	1,804	1,216	251	56	1,647	119

<sup>a</sup> For November and August, 1914.

<sup>b</sup> For October, November, and December, 1914.

<sup>c</sup> For November, 1914.

<sup>d</sup> For July, October, and December, 1914.

No. 18.—*Athletics, 1911—Continued.*

Division.	Monthly enrollment (December, 1914).		Pupils playing group games regularly.		Pupils playing baseball regularly.		Pupils playing indoor baseball regularly.		Pupils playing basketball regularly.		Pupils playing volleyball regularly.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Pangasinan <sup>a</sup> .....	19,998	12,845	5,486	4,306	2,468	171	1,230	2,982	40	270	1,815	222
Rizal.....	6,553	3,824	3,979	2,313	2,422	14	809	2,899	30	15	1,980	892
Samar.....	9,735	6,409	6,570	4,130	2,242	74	865	2,197	98	26	2,683	165
Sorsogon.....	7,376	4,152	4,310	2,134	1,212	32	735	1,200	9	9	7,980	482
Surigao-Misamis <sup>f</sup> .....	8,609	6,923	3,448	2,527	1,987	32	1,454	2,476	50	439	1,072	70
Tarlac.....	6,665	4,049	4,887	2,336	1,423	20	1,220	1,229	117	12	871	192
Tayabas.....	11,566	7,174	5,791	2,808	680	15	2,307	1,492	221	81	1,875	123
Union.....	7,492	3,610	6,125	2,941	726	52	3,383	789	202	201	1,526	443
Zambales.....	4,760	2,763	2,522	1,214	407	60	853	940	15	116	882	16
Normal.....	4,935	2,627	1,550	386	20	2	80	12	15	1	100	10,065
Trade.....	584											
Total.....	303,376	187,287	182,490	102,179	38,131	2,351	49,009	59,453	8,389	5,603	41,399	

Division.	Pupils playing tennis regularly.		Pupils engaged in track and field practice regularly.		Pupils engaged in color contests.		Pupils taking calisthenics.		Registered athletes (male).		Athletic clubs or organizations.		Municipal, district, or provincial meets participated in.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Manila.....	80	35	43	14	292	96	8,803	5,450	120	19	622	2	9	2
Agusan-Bukidnon <sup>a</sup> .....							1,830	1,000			35	12	2	
Albay.....	16	23	642		5,719		4,106	2,910	75	67	22	6		
Antique <sup>b</sup> .....	4		3,304	66	193	47	4,125	2,386	41	17	37	57	10	
Batangas.....	29	31	1,611		178	50	7,608	4,966	25	47	63	25	12	
Bohol.....	20		4,499		495	278	10,498	7,533	42	80	124	58	15	
Bulacan.....	21	6	1,262		2,389		8,201	4,814			50	29	2	
Cagayan-Isabela.....	28	36	1,262	10	1,125	114	3,695	2,170		48	122	49	4	6
Camagines <sup>b</sup> .....	14	8	1,262		4,451		3,358	2,049	37	91	157	52	4	4
Capiz.....			380		416	131	9,870	6,569	38	38	42	115	13	9
Cavite.....			1,111	195	1,686		3,368	2,429	61	63	48	14	14	3
Cebu.....	35	23	788		4,741	356	14,364	7,842	27	36	42	18		
Ilocos Norte <sup>c</sup> .....	19	24	349		880		4,320	3,620	169	16	44	23	12	
Ilocos Sur <sup>d</sup> .....	8	20	588		6,863		8,391	4,699	45	63	67	74	16	
Iloilo.....	46	40	1,437		5,972	1,422	11,679	7,512	481	103	890	72	16	
Laguna.....	24	16	274		181	39	2,680	1,206	10	31	86	62	19	
Leyte.....	13	9	1,451	26	6,112	780	10,453	8,376	418	10	137	49		

Mindoro	20	681	69	1,209	925	3	2	32	9	1
Mountain	58	321	684	2,872	850	25	10	46	119	1
Nueva Ecija	20	456	387	5,847	3,625	30	16	8	9	1
Nueva Vizcaya	20	459	235	1,438	969	40	36	39	17	16
Occidental Negros	9	471	4,138	8,710	5,802	23	2	49	15	6
Oriental Negros		522	1,133	6,641	4,502	23	2	105	7	1
Palawan		232	1,034	2,063	1,019	7	33	103	38	16
Pampanga-Bataan	57	94	7,404	3,949	4,733	122	67	132	44	6
Pangasinan	79	57	8,501	12,567	8,365	46	33	70	6	2
Rizal	15	4	1,923	4,582	2,809	26	51	46	47	26
Samar		938	1,737	3,825	2,727	5	3	50	17	1
Sorsogon		942	2,689	6,707	4,597	15	39	20	48	15
Surigao-Misamis <sup>f</sup>	12	747	3,240	2,631	2,531	23	13	64	21	
Tarlac	36	231	4,250	2,703	1,465	24	24	107	27	17
Tayabas	36	118	1,521	6,728	3,601	24	12			1
Union	2	142		3,681	1,940	75	1			2
Zambales	12	378		350						
Normal	15	50								
Trade										
Total	700	522	23,754	75,004	132,760	2,144	1,264	3,011	1,124	267

<sup>a</sup> For November and August, 1914.<sup>b</sup> For October, November, and December, 1914.<sup>c</sup> For November, 1914.<sup>d</sup> For July, October, and December, 1914.<sup>e</sup> For November and December, 1914.<sup>f</sup> For October, 1914.

No. 19.—*Completed standard-plan school buildings.*

A table showing for the Islands the number and average cost of each class of standard-plan school buildings completed before January 1, 1914, the number and average cost of each class of standard-plan buildings completed during the period from January 1 to December 31, 1914, and the total number and average cost of standard-plan buildings completed before January 1, 1915, with the total number and total cost of buildings completed in each period.

Plan.	Completed before Jan. 1, 1914.		Completed Jan. 1 to Dec. 31, 1914.		Total.	
	Num- ber.	Average cost.	Num- ber.	Average cost.	Num- ber.	Average cost.
No. 1	33	\$2,726.58	1	\$3,939.17	34	\$2,762.24
No. 1 <sup>a</sup>	2	3,954.36			2	3,954.36
No. 2	48	4,711.10	11	4,846.87	59	4,741.50
No. 3	50	7,322.52	16	8,033.61	66	7,481.52
No. 3 <sup>b</sup>	1	11,287.99			1	11,287.99
No. 4			5	9,773.57	5	9,773.57
No. 5	11	10,207.34	1	9,512.43	12	10,149.42
Two-thirds of No. 6	6	8,690.01			6	8,690.01
No. 6	15	12,093.32	3	12,341.62	18	12,134.15
Two-thirds of No. 7	1	12,511.14			1	12,511.14
No. 7	24	14,642.00	13	15,704.76	37	15,015.40
Two-thirds of No. 12	1	24,710.32			1	24,710.32
No. 10	18	20,412.60	6	20,160.88	24	20,349.25
No. 10 <sup>b</sup>	2	28,457.74			2	28,457.74
No. 10 <sup>c</sup>	2	30,373.83			2	30,373.83
No. 20 <sup>d</sup>	1	44,821.24	3	44,536.77	4	44,607.89
No. 20			1	53,600.45	1	53,600.45
Total	215		60		275	

<sup>a</sup> With changes.<sup>b</sup> With 2 additional rooms.<sup>c</sup> With 4 additional rooms.<sup>d</sup> Without 4 rear rooms.





No. 21.—*School sites.*

A table showing, by divisions and for the Islands, the total number of schools, central and barrio, the number of standard sites, the number of inadequate sites, the total number of sites, and the number of schools without sites, December 31, 1914.

Division.	Schools.		Standard sites.		Inadequate sites.		Sites.		Schools without sites.	
	Central.	Barrio.	Central.	Barrio.	Central.	Barrio.	Central.	Barrio.	Central.	Barrio.
Manila	31				8		8		23	
Agusan-Bukidnon	47	9	1	4		3	1	7	46	2
Albay	31	103	22	36	7	36	29	72	2	31
Antique	16	53	10	16	5	35	15	51	1	2
Batangas	32	143	8	25	5	3	13	28	19	115
Bohol	47	173	24	60	20	101	44	161	3	10
Bulacan	30	85	12	11	10	6	22	17	8	68
Cagayan-Isabela	50	130	13	16	27	44	40	60	11	68
Camarines	46	96	16	6	30	63	46	69	1	28
Capiz	37	137	17	55			17	55	20	85
Cavite	20	45	8	9	10	13	18	22	2	22
Cebu	63	133	24	26			24	26	40	112
Ilocos Norte	30	103	11	63		1	11	63	19	40
Ilocos Sur	59	97	15	34	4		19	35	40	52
Iloilo	35	179	15	148	6	25	21	173	14	7
Laguna	44	36	17	3	13	12	30	15	14	20
Leyte	63	162	19	97	4	7	23	104	40	54
Mindoro	15	35	8	15	9	16	12	31	3	2
Mountain	37	16	8		20	5	28	5	7	6
Nueva Ecija	35	80	10	22	16	13	26	35	9	42
Nueva Vizcaya	16	16	8	7	7	9	15	16	1	
Occidental Negros	35	129	12	57	1		13	57	22	73
Oriental Negros	27	77	16	17	5	14	21	31	6	46
Palawan	16	23	1	7	3	7	4	14	12	9
Pampanga-Bataan	42	111	16	14	29	76	45	90	8	33
Pangasinan	75	197	21	4	3	6	24	10	51	187
Rizal	30	48	5	3	2	1	7	4	23	44
Samar	48	105	32	24	6	39	38	63	5	42
Sorsogon	30	72	14	56	8	11	22	67	8	6
Surigao-Misamis	31	119	12	28	6	33	18	61	13	59
Tarlac	21	89	4	18			4	18	17	70
Tayabas	50	79	12	8	1		13	8	37	69
Union	27	45	8	28	13	13	21	41	6	4
Zambales	20	34	5	2			5	2	15	32
Total	1,236	2,959	419	919	278	592	697	1,511	546	1,440

No. 22.—*Appropriations for municipal school buildings.*

A table showing, by divisions and for the Islands, the amounts of Insular and municipal appropriations and the total appropriations to December 31, 1914, for permanent municipal school buildings in the provinces.

Rank.	Division.	Insular.	Municipal.	Total.
1	Leyte.....	P180,764.90	P218,738.49	P399,503.39
2	Laguna.....	159,873.52	162,941.72	322,815.24
3	Cebu.....	123,530.00	142,861.06	266,391.06
4	Albay.....	130,948.24	134,218.79	265,167.03
5	Pangasinan.....	117,858.65	127,164.73	245,023.38
6	Tayabas.....	84,950.07	136,863.42	221,813.49
7	Ilocos Norte.....	82,397.01	125,402.23	207,799.24
8	Iloilo.....	85,000.00	108,320.71	188,320.71
9	Pampanga-Bataan.....	110,965.40	74,725.68	185,691.08
10	Samar.....	75,469.17	101,842.02	177,311.19
11	Occidental Negros.....	90,500.00	86,784.66	177,284.66
12	Bulacan.....	89,630.95	86,403.88	176,034.83
13	Nueva Ecija.....	104,976.17	63,686.28	168,662.45
14	Tarlac.....	89,552.74	55,058.21	144,610.95
15	Union.....	72,002.40	69,475.21	141,477.61
16	Sorsogon.....	70,298.78	70,210.11	140,508.89
17	Batangas.....	66,195.30	56,266.26	122,461.56
18	Mountain.....	117,665.29		117,665.29
19	Ilocos Sur.....	59,764.06	57,897.23	117,661.29
20	Surigao-Misamis.....	67,896.52	41,711.99	109,608.51
21	Cagayan-Isabela.....	44,190.00	61,786.64	105,976.64
22	Capiz.....	47,863.00	56,302.93	104,165.93
23	Cavite.....	48,527.91	53,238.31	101,766.22
24	Camarines.....	53,703.98	30,444.01	84,147.99
25	Oriental Negros.....	32,787.98	43,065.60	75,853.58
26	Bohol.....	45,556.34	27,157.48	72,713.82
27	Nueva Vizcaya.....	49,000.00	*21,969.98	70,969.98
28	Antique.....	30,619.93	37,686.12	68,306.05
29	Agusan-Bukidnon.....	45,950.00	19,690.14	65,640.14
30	Zambales.....	25,517.89	38,166.04	63,683.93
31	Rizal.....	29,000.00	24,144.16	53,144.16
32	Palawan.....	15,000.00	6,856.23	21,856.23
33	Mindoro.....	10,668.00	6,754.00	17,422.00
	Total.....	2,458,624.20	2,342,834.32	4,801,458.52

\* Includes P7,291.69 appropriated by the Province of Nueva Vizcaya.

No. 23.—*Output of trade schools and school shops.*

A table showing, by divisions and for the Islands, the number, value, profit, and cost of articles manufactured in trade schools and provincial school shops during 1914.

## TRADE SCHOOLS.

Articles.	Total value.	Profit.	Cost.				
			Total cost.	Materials.	Machine work.	Paid labor.	Gratis labor.
Albay.....	1,921	P8,982.62	P7,433.33	P4,666.23	P693.92	P1,866.86	P236.32
Batangas.....	559	2,212.88	1,974.17	1,075.30	20.73	237.19	580.95
Bohol.....	471	1,456.97	1,256.44	902.44	2.06	298.90	113.04
Bulacan.....	986	5,234.32	4,314.20	1,720.55	187.73	2,376.42	29.60
Cagayan.....	444	1,438.05	204.77	1,233.28	1,004.05	60	202.18
Cebu.....	3,388	15,922.48	13,211.94	7,032.93	2,899.04	2,966.52	314.45
Iloos Norte.....	1,160	2,642.28	307.45	2,334.83	1,724.84	198.42	362.01
Iloos Sur.....	483	1,818.50	375.75	1,442.75	1,086.77	38.31	299.56
Iloilo.....	2,052	9,804.35	1,864.42	7,939.93	5,373.82	356.14	1,893.99
Laguna.....	4,406	25,123.32	4,720.80	13,577.40	1,442.38	218.12	5,571.76
LeYTE.....	537	1,257.68	20,402.52	13,577.40	1,646.84	5,276.41	122.58
Oriental Negros.....	822	2,296.68	186.97	1,070.71	666.30	78.05	357.38
Pampanga.....	250	4,688.50	545.42	1,751.26	1,140.75	144.81	884.11
Pangasinan.....	1,086	4,678.77	420.72	4,257.78	3,007.44	91.94	850.08
Samar.....	1,306	4,988.61	808.42	3,160.20	283.13	735.50	181.70
Sorsogon.....	488	2,709.74	476.29	3,251.18	3,251.18	111.81	928.38
Union.....	582	2,786.80	443.84	2,339.96	3,297.12	212.27	280.87
Trade.....	2,515	47,025.97	37,011.54	24,509.51	78.05	1,999.46	3,728.67
Total.....	23,878	147,672.62	120,601.49	77,547.96	9,160.46	27,191.70	6,701.37

## PROVINCIAL SCHOOL SHOPS.

Antique.....	179	571.86	65.04	506.32	449.95		23.80	32.56
Camarines.....	183	601.55	35.23	566.32	510.76			54.98
Capiz.....	164	613.99	22.36	591.63	434.49	27.13	79.82	60.19
Cavite.....	117	350.71	20.86	329.85	224.73	16.04		89.08
Isabela.....	116	1,066.60	181.51	875.09	477.99	57.87	214.97	124.26
Nueva Ecija.....	124	1,513.11	245.12	1,267.99	766.69	8.40	343.41	135.49
Nueva Vizcaya.....	66	546.46	16.19	530.27	230.29	2.09	16.06	203.83
Palawan.....	342	590.01	108.14	481.87	271.95	9.98	12.41	198.06
Rizal.....	144	528.92	38.17	489.75	306.22	21.08	2.16	161.49
Surigao.....	185	616.60	189.66	426.94	261.84	24.01	165.80	6.80
Tarlac.....	367	1,781.07	292.37	1,488.70	1,033.84	28.00	366.88	86.98
Tayabas.....	376	1,858.20	253.33	1,606.87	1,004.95	102.75	170.54	325.06



No. 24.—*Bureau of Education industrial exhibition—Continued.*

Province.	Exhibited.			Sold.			Returned.			Towns represented.	
	Articles.	Value.	Average value.	Articles.	Value.	Average value.	Articles.	Value.	Average value.	Total.	Per cent.
Sorsogon	2,361	₱5,518.25	₱2.34	2,167	₱4,964.50	₱2.29	194	₱53.75	₱2.85	90	24
Surigao	520	1,112.10	2.14	446	642.80	1.44	74	469.30	6.34	53	9
Tarlac	999	2,223.41	2.23	847	1,515.61	1.79	152	707.80	4.66	68	13
Tayabas	2,109	3,020.20	1.43	1,849	2,642.20	1.37	260	478.00	1.84	84	32
Union	1,000	1,536.25	1.54	989	1,171.45	1.18	11	364.80	33.16	76	14
Zambales	520	619.50	1.19	512	696.10	1.16	8	23.40	2.92	96	14
Total	46,086	87,144.66	1.89	38,974	64,304.62	1.65	7,112	22,840.04	3.21	74	809
City schools	3,890	8,131.70	2.04	2,985	4,593.00	1.55	905	3,538.70	3.91	57	—
Trade School	3,482	2,915.00	6.75	369	2,692.45	7.29	63	222.55	3.53	92	—
Normal School	640	784.65	1.23	631	777.35	1.23	9	7.30	.81	99	—
Total sales	51,048	98,976.01	1.94	42,959	72,367.42	1.68	8,089	26,608.59	3.29	73	—
City schools lunch sales		736.70			736.70						

No. 25.—*School libraries, 1914.*

A table showing, by divisions and for the Islands, the number of school libraries by classes of schools, the number of books and pamphlets, number of newspapers and magazines subscribed for by the schools, number of users, number of issues of books, and sources of funds for upkeep.

Division.	Class of school.			Total.	Books.	Pamphlets.	Total.	Subscriptions.		Users.		Issues of books in year.	Sources of funds for upkeep of library and periodicals.
	Pri-mary.	Inter-mediate.	Sec-ondary.					News-paper.	Mag-azine.	Teach-ers and pupils.	Out-siders.		
Manila	19	4	3	26	9,525	706	10,231	23	181	3,078	86	23,456	School funds, teacher's clubs, contribution, fees, and fines.
Albay	4	6	1	11	1,159	198	1,357	3	18	997	115	2,409	Entertainments, contributions, donations, municipa funds, insular funds, dues, and cine benefits.
Antique	2	1	1	4	898	262	1,160		1	42	27	344	Provincial association, pupils, school athletics, and library.
Batangas	1	5	1	7	1,294	544	1,838	10	9	537	50	3,846	Voluntary contributions, teachers' contributions, fees, and donations.
Bohol	6	5	1	12	464	392	856		112	273	13	640	Municipality, pamphlets from Bureau of Education, school funds, and donations.

Bulacan.....	1	5	1	7	1,797	466	2,263	1	4	796	15	1,247	Donations, monthly fees, Bureau of Education, private and voluntary contributions.
Cagayan-Isabela.....	12	4	2	18	427	403	830	1	12	979	5	670	Declaration contests, pupils and municipal school funds, and library funds.
Camarines.....	11	3	1	15	1,243	343	1,886	10	17	501	25	1,752	From teachers, pupils' donations, society and municipal funds.
Capiz.....	2	3	1	6	1,499	85	1,684	3	11	665	5	1,051	Subscriptions, fees and fines, assessments, donations, and contributions.
Cavite.....	2	3	1	6	1,797	409	2,206	13	9	277	---	8,429	School-improvement societies, contributions, fines, and school societies.
Cebu.....	4	15	1	20	2,472	1,501	3,973	5	17	1,602	80	1,720	Contributions, subscriptions, entertainments, special funds, sales of annuals, and fines.
Ilocos Norte.....	---	2	1	3	1,216	482	1,648	3	1	278	6	535	Pupils' funds, and library fund raised 1908-9 (popularity contest.)
Ilocos Sur.....	3	9	2	14	1,986	427	2,413	9	28	2,415	22	3,142	Entertainments, dues from students, subscriptions, contributions, donations, and literary athletic club.
Iloilo.....	5	6	1	12	3,324	650	3,974	17	75	1,353	51	11,313	Voluntary contributions, Bureau of Education books, subscriptions, sale of tickets, and teachers' subscriptions.
Laguna.....	5	9	1	15	863	89	952	1	2	619	18	1,587	Pupils' funds, entertainments, contributions, collections, and book fees.
Leyte.....	---	5	1	6	1,293	750	2,043	2	18	837	61	3,812	Matriculation fees, municipal, contributions, donations, gifts, literary society, and benefits.
Mindoro.....	---	1	---	---	---	---	---	---	---	---	---	---	Pupils' funds.
Nueva Ecija.....	1	3	2	6	716	15	812	1	3	50	5	43	Special school funds, voluntary contributions, subscriptions, dues, and library fines.
Nueva Vizcaya.....	1	2	1	4	830	33	863	2	6	252	24	1,189	Pupils' funds, some donated books, books transferred to library from Bureau of Education.
Occidental Negros.....	11	11	1	23	2,391	131	2,572	6	10	1,230	54	3,864	Contributions, cine benefits, association fees, entertainments, school society, and pupils' funds.
Oriental Negros.....	---	2	1	3	474	68	542	---	---	334	---	664	Pupils' library fees and entertainments.
Palawan.....	---	1	---	---	119	27	146	---	---	100	5	850	Subscriptions and fines.
Pampanga.....	---	6	---	12	2,226	473	2,702	10	10	1,069	30	2,043	Pupils' funds.
Pangasinan.....	21	12	1	34	1,849	1,139	3,038	24	27	844	70	1,806	Contributions, fees, society funds, and fines.
Rizal.....	12	5	1	18	1,360	488	1,848	11	---	716	---	1,334	Pupils' funds, benefits, donations, voluntary contributions, and fines paid by readers.
Samar.....	1	3	1	5	596	3	599	2	9	371	---	1,200	From teachers, supervisors, and pupils.
Sorsogon.....	7	2	1	10	998	148	1,146	2	20	632	13	1,130	Voluntary contributions.
Surigao-Misamis.....	---	2	2	4	864	259	1,123	---	---	85	20	1,700	Provincial, literary, societies, and private donations.
Tarlac.....	---	1	3	5	837	6	843	2	7	605	5	2,838	Voluntary contributions, dues and fines from pupils, and school entertainments.
Tayabas.....	13	11	2	26	4,525	432	4,957	16	45	2,054	185	5,388	Pupils' funds, cine benefits, monthly dues, contributions, donations, library funds, and entertainments.
Union.....	11	9	1	21	1,424	292	1,716	31	20	2,064	40	3,479	Fines for taking liquor, entertainments, voluntary contributions, donations, contests, fines, and fees.
Zambales.....	4	3	1	8	579	107	686	2	10	582	15	1,191	Voluntary contributions, donations, school society and library-canteen.
Normal.....	---	---	1	1	1,692	---	1,692	3	---	794	---	3,188	Donations from athletic funds and library fines.
Trade.....	---	1	1	2	1,357	47	1,404	8	---	300	---	2,000	Subscriptions and restaurant profits.
Total.....	164	162	40	366	54,394	12,212	66,606	206	692	27,822	1,050	100,123	

No. 26.—*Voluntary contributions (receipts).*

A table showing, by divisions and for the Islands, the details of voluntary contributions for school purposes, school year 1913-14.

Division.	Form of donation.					Total.
	Money.	Materials.	Labor.	Land.	Miscellaneous.	
Agusan.....	P187.64	P2,290.00	P4,932.00	P312.00	P280.00	P8,001.64
Albay.....	1,168.68	130.00	80.00	500.00	90.00	1,968.68
Antique.....	764.04	2,214.50	2,238.00	877.00	327.61	6,421.15
Batangas.....	1,776.58	44.00	5.00	1,140.00	155.50	3,121.08
Bohol.....	8,926.13	8,395.65	7,414.30	1,705.00	797.50	27,238.58
Bulacan.....	6,573.12	997.00	1,134.00	350.00	466.27	9,520.39
Cagayan-Isabela.....	1,855.43	2,695.00	3,630.00	30.00	454.68	8,665.11
Camarines.....	481.33	1,982.00	695.00	120.00	271.80	3,550.13
Capiz.....	1,507.66	2,410.00	1,945.20	2,695.00	1,417.00	9,974.86
Cavite.....	1,692.71	254.50	170.00	-----	213.73	2,330.94
Cebu.....	831.57	3,227.50	3,682.80	1,928.00	1,498.86	11,163.73
Ilocos Norte.....	3,999.35	1,783.23	1,696.60	648.50	138.90	8,266.58
Ilocos Sur.....	7,263.22	1,389.00	2,212.00	1,015.00	847.80	12,727.02
Iloilo.....	8,772.59	12,791.07	8,814.60	6,621.40	642.17	37,641.83
Laguna.....	5,217.02	108.00	3,020.00	400.00	684.63	9,459.65
Leyte.....	2,053.23	9,602.00	7,100.00	885.00	874.00	20,514.23
Mindoro.....	1,102.00	130.00	210.00	1,750.00	90.00	3,282.00
Mountain.....	950.55	-----	890.43	-----	454.00	2,294.98
Nueva Ecija.....	4,465.86	1,111.50	268.50	-----	-----	5,845.86
Nueva Vizcaya.....	696.00	641.30	385.00	5.00	-----	1,727.30
Occidental Negros.....	6,166.35	3,280.30	2,643.10	3,010.00	2,167.46	17,267.21
Oriental Negros.....	695.15	3,005.00	3,084.20	42.36	595.73	7,422.44
Palawan.....	568.05	56.00	330.00	-----	10.00	964.05
Pampanga-Bataan.....	8,531.10	2,129.97	1,760.00	450.00	2,793.36	15,664.43
Pangasinan.....	13,381.41	2,397.58	1,447.00	520.00	758.68	18,504.67
Rizal.....	787.35	-----	403.00	-----	-----	1,190.35
Samar.....	3,068.60	1,580.00	2,560.00	25.00	328.33	7,561.93
Sorsogon.....	3,420.46	119.60	50.00	720.00	41.50	4,351.56
Surigao-Misamis.....	1,018.68	4,118.00	2,143.00	250.00	407.60	7,937.28
Tarlac.....	4,120.40	1,439.00	1,356.00	-----	-----	6,915.40
Tayabas.....	22,706.91	1,610.00	902.35	809.00	7,031.68	33,050.94
Union.....	14,508.21	3,063.80	3,318.00	575.00	113.45	21,378.46
Zambales.....	5,567.87	418.00	305.00	40.00	100.00	6,430.87
Normal.....	473.99	-----	-----	-----	295.81	769.80
Trade.....	1,307.50	-----	-----	-----	-----	1,307.50
Total.....	146,636.74	75,413.50	70,825.08	27,214.26	24,343.05	344,432.63



No. 27.—Comparative statement of expenditures and allotments for current appropriation, Act No. 2319, for the fiscal year January 1 to December 31, 1914.

Alloiment.	Expenditures.	Balance of allotment.	Total allotment.	Allotment per Act No. 2319.	Increase and decrease in allotment.	
Salaries	P2, 676, 560.28	P2. 66	P2, 676, 562.94	P2, 614, 990.50	P61, 572.44	Deficiency appropriation, Act No. 2471.
Property	506, 840.09		506, 840.09	475, 000.00	{ 15, 959.34 15, 880.75	Transferred from "Miscellaneous not provided for."
General travel	30, 006.26	4, 938.74	35, 000.00	35, 000.00		Transferred from "Insular aid, primary instruction."
Provincial travel	115, 239.47		115, 239.47	105, 000.00	10, 239.47	Transferred from "Insular aid, primary instruction."
Care of office	7, 772.44	227.56	8, 000.00	8, 000.00		
Cablegrams	392.39	407.61	800.00	800.00		
Maintenance of equipment	1, 215.83	234.17	1, 500.00	1, 500.00		
Messengers	6, 660.51	339.49	7, 000.00	7, 000.00		
Miscellaneous—Bonds, telephone, subscriptions.	7, 987.01		7, 987.01	7, 000.00	987.01	Transferred from "Miscellaneous not provided for."
Postage and telegrams	9, 713.22	286.78	10, 000.00	10, 000.00		
Printing and binding	39, 450.29	10, 549.71	50, 000.00	50, 000.00		
Storehouse labor	9, 490.74	509.26	10, 000.00	10, 000.00		Do.
Transportation and car tickets	8, 237.26		8, 237.26	6, 000.00	2, 237.26	
Aid to agricultural and industrial schools	30, 078.18	19, 921.82	50, 000.00	50, 000.00		
Insular aid; primary instruction	190, 000.00		190, 000.00	203, 000.00	{ (36, 036.83) 23, 036.83	Transferred to miscellaneous allotments. Balance, Act No. 2283, at Dec. 31, 1913.
Baguio office	315.65	4, 684.35	5, 000.00	5, 000.00		
Insular Aid:						
Barrio teachers	45, 000.00	30, 000.00	75, 000.00	75, 000.00		
Palawan and Mindoro	8, 000.00	8, 000.00	16, 000.00	16, 000.00		
Friar lands estates	14, 920.00	9, 000.00	23, 920.00	23, 920.00		
Government students in the United States	11, 408.46	3, 591.54	15, 000.00	15, 000.00		
Honoraria	1, 612.00	388.00	2, 000.00	2, 000.00		
Maintenance of mint building	1, 974.99	825.01	2, 800.00	2, 800.00		
Miscellaneous not provided for	5, 143.01	1, 956.39	7, 099.40	40, 000.00	(32, 900.60)	Transferred to miscellaneous allotments.
Insular aid, Villar, Zambales	500.00		500.00	500.00		
Night schools	4, 923.00	1, 431.00	6, 354.00	6, 354.00		
Provincial postage	12, 290.11	203.89	12, 494.00	12, 494.00		
Teachers' assembly	25, 219.97		25, 219.97	24, 000.00	1, 219.97	Transferred from "Miscellaneous not provided for."
Transportation of supplies	21, 916.61		21, 916.61	24, 000.00	2, 083.39	Transferred from "Insular aid, primary instruction."
Travel to and from Philippine Islands	51, 068.04		51, 068.04	50, 000.00	1, 068.04	Transferred from "Miscellaneous not provided for."
Industrial exhibits	1, 733.13	206.87	2, 000.00	2, 000.00		
Carnival	13, 697.46	5, 302.54	25, 000.00	25, 000.00		
Teacher pensionados	49, 922.04	1, 114.98	51, 037.02	23, 463.00	{ 26, 324.02 1, 250.00	Balance, Act No. 2043, at Dec. 31, 1914. Appropriation, Act No. 2398.
Student pensionados	30, 899.17	670.83	31, 500.00	30, 000.00	1, 500.00	Do.
Prior year expense	24, 574.37		24, 574.37		9, 923.71	Transferred from "Miscellaneous not provided for."

No. 27.—Comparative statement of expenditures and allotments for current appropriation, Act No. 2319, for the fiscal year January 1 to December 31, 1914—Continued.

Allotment.	Expenditures.	Balance of allotment.	Total allotment.	Allotment per Act No. 2319.	Increase and decrease in allotment.	
Philippine School of Commerce	P5,035.86	P464.14	P5,500.00	P5,500.00	P14,650.66	Deficiency appropriation, Act No. 2471.
Deaf and Blind School	5,942.03	5,942.03	5,942.03	5,500.00	442.03	Transferred from "Miscellaneous not provided for."
School of Household Industries	43,265.20	11,734.80	55,000.00	55,000.00		
Philippine Normal School	19,836.28	2,183.72	22,000.00	22,000.00		
Philippine School of Arts and Trades	13,722.87	1,277.13	15,000.00	15,000.00		
Philippine Nautical School	6,379.24	8,620.76	15,000.00	15,000.00		
Lagangilang Industrial School	3,446.64	553.36	4,000.00	4,000.00	15,000.00	Appropriation, Act No. 2338.
Central Luzon Agricultural School	11,065.24	1,883.36	11,065.24	10,000.00	1,065.24	Transferred from "Miscellaneous not provided for."
Bacolor Trade School	606.64	10,000.00	10,000.00	10,000.00		
Loctugan Agricultural School						
Total	4,080,055.98	141,311.47	4,221,367.45	4,078,033.50	143,333.95	(Total special appropriations as shown above.)

A table showing, by divisions and for the Islands, the distribution of disbursements for salaries and wages and for incidental expenses made from the Insular appropriation, Bureau of Education, fiscal year January 1, 1914, to December 31, 1914.

Division.	Grand total.	Total salaries.	Total incidentals.	Salaries and wages.							Incidentals.								
				American regulars.	American temporaries.	Filipino regulars.	Filipino temporaries.	Directors, division superintendents, and clerks.	Special allotments, General Office and Insular schools.	Miscellaneous.	Property.	Traveling expense of personnel.	Insular aid.				Postage and telegrams.	Special allotments, General Office and Insular schools.	Miscellaneous.
													New primary schools.	Barrio schools.	Friar lands schools.	Special.			
Manila	P222,882.87	P197,401.13	P25,481.74	P154,609.37	P22,963.21	P8,452.68	P4,925.02	P6,460.85			P25,481.74								
Agusan	61,953.75	48,930.73	13,023.02	14,165.55		556.66	32,720.19	1,488.33			5,979.31	P4,158.75						P229.99	
Albay	80,217.51	54,773.33	25,444.18	37,715.00	427.50	9,969.67	3,583.34	3,077.82			15,384.70	3,875.24	P5,150.00	P600.00				434.24	P2,654.97
Antique	51,798.43	39,080.07	12,718.36	22,459.99		6,703.93	4,478.14	5,438.01			4,666.15	2,353.21	4,000.00	1,500.00				199.00	
Batangas	89,743.75	61,908.44	27,835.31	32,126.67	2,792.76	18,568.82	2,026.02	6,394.17			15,027.88	2,607.43	8,750.00	1,150.00				300.00	
Bohol	90,995.34	57,324.34	33,671.00	33,400.82	2,431.10	8,785.34	9,007.36	3,699.72			11,093.28	4,457.36	14,750.00	3,000.00				870.36	
Bulacan	96,771.08	76,410.68	23,360.40	44,268.11		23,429.01	1,989.67	6,723.89			10,650.53	2,522.87	4,950.00	1,650.00	P3,300.00			287.00	
Cagayan-Isabela	97,734.50	80,871.12	16,863.38	53,204.21	586.67	8,062.32	16,260.13	2,757.79			5,547.69	5,959.64	3,800.00	750.00	380.00			446.05	
Camarines	93,495.44	62,985.30	30,510.14	39,829.39	1,462.50	8,829.67	6,251.14	6,513.60			17,650.24	3,523.44	7,950.00	850.00				596.46	
Capiz	103,630.70	77,510.16	26,120.54	47,419.29		18,091.99	5,989.48	6,009.40			12,990.62	4,528.42	5,400.00	2,800.00				401.50	
Cavite	69,923.71	50,841.18	19,082.53	24,430.53		13,401.84	6,758.41	6,250.40			4,302.92	2,303.19	5,950.00	550.00	5,800.00			176.42	
Cebu	154,819.24	107,888.74	46,930.50	63,006.18	1,686.68	17,069.94	16,272.26	9,863.68			15,379.96	6,120.98	20,000.00	3,250.00	1,425.00			764.56	
Ilocos Norte	75,496.00	54,378.48	21,116.52	29,217.50		15,786.01	2,014.25	6,493.23			12,777.06	2,703.46	4,000.00	1,450.00				186.00	
Ilocos Sur	123,981.28	94,490.12	29,441.16	47,903.46	3,834.98	22,801.34	12,321.21	7,629.13			18,195.47	3,729.97	6,000.00	1,100.00				415.72	
Iloilo	125,118.61	86,772.65	38,345.96	48,104.34	4,992.76	11,115.85	11,409.53	11,150.17			23,546.17	4,173.15	8,000.00	2,350.00				276.64	
Laguna	68,703.21	48,951.77	19,751.44	28,151.55	572.50	11,365.23	2,575.49	6,287.00			12,005.78	1,624.10	2,200.00	550.00	3,200.00			171.56	
Leyte	121,719.93	85,279.25	36,440.68	58,028.89	1,593.34	11,117.96	6,819.05	7,720.01			18,359.06	4,892.58	10,750.00	1,750.00				689.04	
Mindoro	31,814.86	22,336.11	9,478.75	14,902.79		1,592.01	4,598.98	1,242.33			2,419.15	2,239.60	1,200.00			P3,500.00		120.00	
Mountain	108,732.45	60,197.88	48,534.62	26,306.57	3,190.00	2,831.67	25,399.47	2,277.22		P193.90	20,187.75	6,077.05	2,550.00	1,150.00				422.20	21,847.62
Nueva Ecija	87,420.64	70,528.29	16,892.35	43,733.55	1,913.34	11,313.33	6,206.15	7,361.92			10,320.84	2,608.03	2,550.00	1,150.00				263.48	
Nueva Vizcaya	50,946.82	36,784.92	15,161.90	20,796.67		2,903.33	10,818.92	1,266.00			6,762.01	2,858.95						159.25	5,581.69
Occidental Negros	106,178.66	70,996.46	35,182.20	38,417.73	1,780.01	12,396.75	10,742.13	7,669.84			20,322.46	5,172.22	7,250.00	1,650.00				787.52	
Oriental Negros	70,999.52	49,581.06	21,418.46	27,664.45		6,444.67	8,668.71	6,803.23			10,535.06	3,182.72	5,650.00	1,750.00				300.68	
Palawan	46,187.65	35,481.62	10,706.03	21,313.32		6,050.82	6,427.16	1,690.32			3,582.75	1,657.08	800.00			4,500.00		166.20	
Pampanga-Bataan	129,526.76	91,845.18	37,681.58	56,456.91	2,000.00	17,331.80	8,936.13	7,120.34			19,890.06	3,539.52	11,150.00	2,650.00	110.00			342.00	
Pangasinan	173,330.07	117,502.95	55,827.12	63,473.50	4,858.90	32,234.92	6,594.93	10,340.70			28,153.58	4,588.76	20,000.00	2,400.00				684.78	
Rizal	73,540.47	56,343.34	17,197.13	29,197.87	1,493.33	12,653.83	5,539.19	7,459.12			9,914.00	1,383.13	3,450.00	1,600.00	725.00			125.00	
Samar	93,132.17	66,322.51	26,809.66	41,536.68	1,820.01	6,888.00	12,095.32	3,982.50			8,747.60	4,909.52	10,050.00	2,620.00				482.54	
Sorsogon	73,710.40	48,257.47	25,452.93	34,598.49	2,560.01	1,320.00	7,423.30	2,350.67			17,373.71	2,870.20	3,950.00	850.00				409.02	
Surigao-Misamis	86,680.04	63,264.04	23,416.00	39,315.20	635.56	5,762.33	13,550.45	4,000.50			10,948.84	5,548.32	3,650.00	2,550.00				718.84	
Tarlac	68,924.13	50,016.82	18,907.31	27,046.66	2,123.33	10,598.01	3,960.21	6,288.61			11,847.30	1,960.01	3,050.00	1,750.00				300.00	
Tayabas	86,305.10	59,215.65	27,089.45	29,015.00	1,152.50	13,507.02	8,158.42	7,332.71			18,970.98	3,309.55	3,050.00	1,130.00				628.92	
Union	65,973.72	51,124.82	14,848.90	32,896.37	1,027.78	11,477.00	4,227.34	1,496.33			9,899.87	1,921.89	1,750.00	1,000.00				277.14	
Zambales	46,435.26	36,019.82	10,415.44	19,097.77	2,072.78	8,600.00	3,208.19	3,041.08			6,408.31	1,879.13	800.00	600.00				228.00	
Insular schools (see supplementary statement):																			
Commerce	9,964.86	5,520.50	4,444.36						P591.50	4,929.00								P4,444.36	
Deaf and Blind	5,942.08	1,136.36	4,805.67						1,136.36									4,805.67	
Household Industries	43,265.20	15,425.62	27,839.58						15,425.62									27,839.58	
Normal	144,117.87	110,651.59	33,466.28	79,563.97	1,020.00	7,329.69	7,898.25	8,051.40			18,806.28							14,660.00	
Trade	99,174.71	75,080.05	24,094.66	35,667.28	13,128.89	3,752.49	7,789.41	6,622.55		1,612.00	18,491.22							5,603.44	
Nautical	6,379.24	4,548.89	1,830.35						8,119.43									1,830.35	
Lagangilang	3,446.64	517.15	2,929.49						4,548.89									2,929.49	
Munoz	25,921.67	4,032.45	21,889.22						517.15									7,032.79	
Bacolor	(4,485.11)	429.16	(4,914.27)						4,032.45									177.48	
General Office (see supplementary statement)	312,780.61	227,997.90	84,782.71	42,712.49	3,846.66	549.50	9,556.59	162,064.60	429.16		14,856.43							73,626.62	
Allotments, undistributed:									19,268.06		(5,091.75)								
At large	56,590.29	26,584.03	30,006.26	15,561.12		651.66	10,371.25												
Prior fiscal year	24,574.37		24,574.37								30,006.26								
Baguio office	315.65		315.65																
Government students in the United States	11,408.46	208.33	11,200.13															24,574.37	
Miscellaneous not provided for	5,143.01	1,000.00	4,143.01							208.33								315.65	
Teachers assembly	28,540.13	8,665.87	19,874.26						1,000.00									11,200.13	
Transportation of supplies	21,916.61		21,916.61						8,665.87									4,143.01	
Travel to and from Philippine Islands	51,066.04		51,066.04															19,874.26	
Industrial exhibits	1,771.91		1,771.91															21,916.61	
Carnival	19,697.46	2,340.45	17,357.01															51,066.04	
Teacher pensionados	49,922.04	44,663.38	5,258.66															1,771.91	
Student pensionados	30,829.17	26,783.15	4,046.02															17,357.01	
Total	4,080,055.98	2,826,201.26	1,253,854.72	1,517,314.24	88,824.59	389,734.43	317,856.60	362,830.42	59,244.90	90,396.08	503,541.10	145,245.73	190,000.00	45,000.00	14,920.00	8,500.00	12,290.11	142,949.78	191,408.00

## Bureau of Education appropriations, new fiscal year 1914:

Act No. 2319, general appropriation	P4,078,033.50
Act No. 2388, Nautical School	15,000.00
Act No. 2393, non-Christian pensionados	2,750.00
Act No. 2471, deficiency appropriation	76,223.10
Balance from fiscal year 1914:	
Act No. 1884, teacher pensionados	26,324.02
Act No. 2288, aid for primary schools	23,036.88
Total appropriation	4,221,367.45
Balance reverted to the Insular Treasurer	141,311.47
Total expenditures as shown above	4,080,055.98

## Detail of expenditures, incurred by non-Christian subsistence schools, included under "Miscellaneous:"

Agusan:	
Butuan	P512.12
Mailag	1,454.73
San Jose	688.12
Mountain:	
Baguio	6,574.47
Bontoc	5,028.10
Bue	4,777.70
Cabayan	2,331.61
Lubagan	1,773.41
Quiangan	1,556.23
Nueva Vizcaya:	
Campote	683.67
Casibu	678.40
Imugan	1,051.56
Kalabgan	1,017.57
Maquebenga	780.41
Pinaspatian	264.05
Santa Cruz	906.08
Total	30,078.18



No. 29.—*Detail of special allotments for General Office and Insular schools.*  
 Supplementary to statement of total expenditures by divisions and for the Islands, January 1, 1914, to December 31, 1914.

	Grand total.	Total salaries.	Total incidentals.	Salaries and wages.				Incidentals.					Telephone.
				Superintendents, teachers, and clerks.	Messengers and miscellaneous laborers.	Student labor.	Traveling expense of personnel.	Transportation of supplies.	Printing and binding.	Postage, telegrams, and cablegrams.			
General Office	P2,894.68	P19,268.06	P73,626.62		P19,268.06		P3,848.91	P4,388.35	P39,450.29	P10,105.61	P1,859.28		
Commerce	5,035.86	591.50	4,444.36		591.50					10.00	156.00		
Deaf and Blind	5,942.03	1,136.36	4,805.67		1,136.36						144.00		
Household Industries	43,285.20	15,425.62	27,859.58		3,261.75		2,848.58			10.00	150.36		
Normal	19,836.28	5,176.28	14,660.00		5,176.28					42.54	186.00		
Trade	13,722.87	8,119.43	5,603.44		3,566.58	P4,552.86				67.34	204.00		
Nautical	6,379.24	4,543.89	1,830.35		4,543.89								
Lagangilang	3,446.64	517.15	2,929.49		517.15					27.86			
Munoz	11,065.24	4,032.45	7,032.79		803.55	3,228.90				190.57			
Bacolor	606.64	429.16	177.48		72.00	357.16				5.00			
Total	202,194.68	59,244.90	142,949.78	16,712.76	34,393.23	8,138.91	6,697.49	4,388.35	39,450.29	10,458.92	2,669.64		

	Incidentals.						Miscellaneous.
	Subscriptions.	Rental of buildings.	Light and power.	Ice and water.	Subsistence and special supplies.	Laundry.	
General Office	P828.70		P3,477.02	P911.24	P3,556.83	P133.74	P1,875.88
Commerce		P3,825.00	390.43	57.04	6.36		264.43
Deaf and Blind			182.55	329.43	3,671.78		315.71
Household Industries		3,000.00	480.53	491.40	15,097.95	P34.00	399.13
Normal		9,000.00	912.99	493.01	3,079.06	4.00	130.57
Trade			1,126.12	978.66	2,722.50	360.00	500.00
Nautical					1,330.35		34.00
Lagangilang					2,897.63		695.60
Munoz					6,146.62		18.20
Bacolor					154.28		
Total	828.70	15,825.00	6,569.64	3,260.78	38,633.36	398.00	4,233.47

No. 30.—Statement of disbursements by months of incurrence of obligations, January 1 to December 31, 1914.

Item.	Total to Dec. 31.	Balance of allotment.	Amount allotted.	Month of liability.				
				January.	February.	March.	April.	May.
SALARIES.								
American teachers:								
Regulars								
Temporaries	₱1,517,314.24			₱135,006.50	₱134,384.23	₱134,995.45	₱135,351.55	₱131,709.94
Regulars	88,824.59			8,310.00	9,688.34	9,340.70	3,781.35	2,943.34
Filipino teachers:								
Regulars	389,734.43			32,390.67	32,740.18	32,677.84	32,704.24	32,182.33
Temporaries	317,856.60			26,051.31	29,819.08	29,608.82	11,041.85	9,113.64
Division superintendents and clerks	224,930.22			17,823.59	18,489.61	18,697.14	18,543.51	19,533.72
General Office	138,440.20			11,072.62	11,160.42	11,127.69	11,440.98	10,813.37
Total	2,676,560.28	₱2.66	₱2,676,562.94	230,654.69	236,251.86	236,447.64	212,963.48	206,296.34
INCIDENTALS.								
Property	506,840.09		506,840.09	12,673.01	7,555.52	5,787.64	28,883.84	108,034.04
General travel	30,006.26	4,993.74	35,000.00	2,039.08	1,728.35	2,137.16	3,688.55	4,295.16
Provincial travel	115,233.47		115,233.47	9,434.55	10,802.23	11,176.02	3,646.53	3,357.23
Care of office	7,772.44	227.55	8,000.00	568.12	704.51	703.13	687.89	682.59
Cablegrams	4,392.39	407.61	4,800.00	26.65	4.68	50.72	15.08	3.64
Maintenance of equipment	1,215.83	284.17	1,500.00	154.04	103.39	137.95	68.61	91.85
Messengers	6,660.51	339.49	7,000.00	487.65	504.00	498.25	504.01	484.84
Miscellaneous—Bond, telephone, subscriptions, etc	7,887.01		7,887.01	732.70	499.11	224.31	933.07	227.69
Postage and telegrams	9,713.22	236.75	10,000.00	863.93	1,731.19	829.42	39.91	1,744.18
Printing and binding	39,450.29	10,549.71	50,000.00	1,648.84	3,479.53	8,742.14	3,117.50	1,951.73
Storehouse labor	9,490.74	509.26	10,000.00	510.42	845.65	580.75	1,289.40	1,289.40
Transportation and car tickets	8,237.26		8,237.26	314.45	359.75	413.20	1,066.95	1,579.04
Insular aid:								
Agricultural and industrial schools	30,073.18	19,921.82	50,000.00	2,326.21	2,166.19	3,495.29	1,960.35	2,382.80
Primary instruction	190,000.00		190,000.00			190,000.00		
Baguio office	315.65	4,684.35	5,000.00	59.99	55.81	33.67	15.67	32.84
Insular aid:								
Barrio teachers	45,000.00	30,000.00	75,000.00			45,000.00		
Palawan and Mindoro	8,000.00	8,000.00	16,000.00				8,000.00	
Friar lands	14,920.00	9,000.00	23,920.00			14,920.00		
Government students in United States	11,408.46	3,591.54	15,000.00	2,053.43	393.87	1,162.70	1,256.76	1,053.32
Honoraria	1,612.00	388.00	2,000.00				20.00	1,592.00
Maintenance of Mint building	1,974.99	525.01	2,500.00	6.03		1.69	7.96	9.40
Miscellaneous not provided for	5,143.01	1,956.39	7,099.40		118.00	227.13	97.88	
Insular aid, Villar, Zambales	500.00		500.00				390.00	
Night schools	4,929.00	1,431.00	6,360.00	660.00	540.00	536.00	69.00	609.94
Provincial postage	12,290.11	209.89	12,500.00	1,357.41	394.08	1,566.60	704.79	609.94
Teachers assembly	25,219.97		25,219.97	873.94	767.44	3,902.15	6,414.64	7,820.10
Transportation of supplies	21,916.61		21,916.61	504.20	767.44	1,026.63	1,830.15	6,020.10

Travel to and from Philippine Islands	51,065.04	1,272.80	2,486.60	529.55	1,179.84
Industrial exhibits	206.87	105.59	66.03	261.99	(96.67)
Carnival	5,302.54	7,293.43	210.52	1,973.13	773.43
Teacher pensionados	51,037.02	3,988.77	4,156.87	3,546.04	4,859.28
Student pensionados	30,829.17	2,509.57	2,945.90	2,078.63	1,708.22
Prior year expense	24,574.37	(110.90)	2,542.92	2,969.09	1,201.75
Insular special schools:			(372.70)		
Commerce	464.14	424.30	446.45	364.88	370.10
Deaf and blind	5,085.86	5,500.00	450.71	396.67	252.27
Household industries	5,942.03	375.48	811.13	3,248.39	2,957.54
Normal	43,285.20	3,801.87	3,103.16	2,129.22	1,769.22
Trade	19,836.28	1,821.72	1,665.51	684.21	665.12
Nautical	13,722.87	1,277.13	1,017.88	948.08	390.47
La Laganlang	6,879.24	496.47	392.48	456.23	59.30
Maganglang	3,426.64	4,000.00	316.85	35.02	727.96
Munoz	11,065.24	208.85	539.97	806.25	
Bacolor	1,896.36	315.85	136.14	53.65	
Loctugan	10,000.00	2,500.00	96.00		
Grand total	4,080,065.98	141,311.47	550,165.58	296,483.52	365,814.00

## Month of liability.

Item.	June.	July.	August.	September.	October.	November.	December.
SALARIES.							
American teachers:							
Regulars	P138,699.81	P116,728.02	P116,242.12	P114,820.67	P115,584.66	P115,550.84	P130,740.45
Temporaries	6,337.63	8,325.44	8,266.40	8,779.51	8,469.90	8,278.63	6,313.36
Filipino teachers:							
Regulars	82,195.76	32,582.51	32,609.65	32,611.69	32,258.36	32,287.67	32,493.53
Temporaries	24,837.01	33,935.95	33,073.17	33,073.17	32,701.21	32,132.92	23,514.33
Division superintendents and clerks	17,813.94	17,857.56	17,358.60	16,816.17	16,455.08	16,556.81	28,734.09
General Office	11,065.31	10,773.97	11,177.98	10,962.13	11,022.07	11,561.79	16,259.87
Total	228,999.46	218,467.41	218,990.00	216,563.34	216,572.28	216,368.16	238,055.62
INCIDENTALS.							
Property	166,990.27	81,773.69	49,929.36	18,082.57	11,984.19	11,257.24	3,988.72
General travel	5,562.82	1,441.20	1,969.76	1,965.21	1,218.23	1,751.52	2,171.12
Provincial travel	3,797.86	12,719.03	11,661.18	11,964.52	12,911.93	11,919.63	11,848.40
Care of office	746.43	730.41	690.97	590.65	579.07	566.31	572.36
Cablegrams	48.16	53.39	28.08	27.54	44.66	54.92	39.87
Maintenance of equipment	96.40	101.26	60.45	77.16	189.67	69.69	55.36
Messengers	505.00	459.51	583.46	568.35	589.44	921.86	554.13
Miscellaneous—Bonds, telephone, subscriptions, etc	723.14	991.27	804.07	649.18	614.91	1,337.06	694.50
Postage and telegrams	914.74	11.47	304.99	511.75	1,607.53	30.72	1,033.89
Printing and binding	2,138.86	308.72	1,896.65	1,962.60	7,289.27	2,885.36	4,089.59
Storehouse labor	1,138.90	972.58	717.95	730.10	773.20	736.20	730.21
Transportation and car tickets	1,344.44	707.22	571.43	479.88	506.28	491.23	401.89

No. 30.—Statement of disbursements by months of obligations, January 1 to December 31, 1914—Continued.

Item.	Month of liability.						
	June.	July.	August.	September.	October.	November.	December.
INCIDENTALS—Continued.							
Insular aid:							
Agricultural and industrial schools:							
Primary instruction	\$1,978.17	\$2,806.49	\$2,722.68	\$2,238.10	\$3,085.52	\$2,534.22	\$2,432.16
Bague office	16.67						100.00
Insular aid:							
Bague teachers							
Palawan and Mindoro							
Friar lands	1,036.16	1,002.90	746.16	886.30	585.78	436.31	844.77
Government students in United States							
Honoraria	868.48	135.08	211.79	17.57	255.51	61.48	400.00
Maintenance of Mint building					50.00	150.00	4,500.00
Miscellaneous not provided for							
Insular aid, Villar, Zambales							
Night schools	203.00	589.00	200.00	488.00	572.00	520.00	338.00
Provincial postage	973.50	1,108.38	514.00	1,061.67	1,024.85	926.59	1,072.46
Teachers assembly	2,137.78	783.07	949.84	650.03	752.04	607.77	660.77
Transportation of supplies	2,660.73	3,221.89	1,927.64	1,086.10	1,002.77	514.86	1,354.10
Travel to and from Philippine Islands	1,624.69	2,194.56	1,606.42	18,307.61	9,771.74	4,620.42	7,471.81
Industrial exhibits	131.52	82.68	52.10	26.67	626.53	55.55	(251.88)
Carnival	(15.75)	10.50					
Teacher pensionados	5,082.33	4,106.38	4,063.50	4,069.87	4,036.60	4,019.66	3,955.94
Student pensionados	3,691.84	2,601.08	2,572.92	2,612.70	2,542.92	2,527.08	2,496.33
Frior year expense	562.22	210.72	324.05		900.00	300.00	18,368.80
Insular special schools:							
Commerce	398.84	443.62	446.27	451.66	411.59	416.16	411.78
Deaf and blind	592.00	461.89	486.10	830.89	459.46	551.65	482.92
Household Industries	3,427.52	3,666.89	5,385.70	3,565.90	3,724.28	4,232.08	3,186.14
Normal	1,684.86	1,635.37	2,299.79	1,830.21	1,736.75	812.94	794.84
Trade	1,607.07	1,064.33	1,148.12	962.54	1,146.44	1,326.84	1,738.21
Nautical	514.28	552.47	383.08	379.07	379.07	379.07	379.07
Lagangiang	132.66	512.60	294.85	306.07	345.63	361.00	351.43
Munoz	555.99	471.96	1,060.44	894.81	475.78	530.51	1,973.11
Bacolor							
Loctugan							
Grand total	442,782.91	346,338.22	316,221.02	294,959.52	288,717.91	274,824.09	317,344.42





No. 31.—*Operation statement showing total operations of the Bureau during the fiscal year January 1, 1914, to December 31, 1914—Continued.*

Operation—Income and expenses:

Expenses—

Maintenance of—

Buildings and structures

Schoolhouses

Land

Stationary machinery

Portable machinery, tools, etc

Furniture and fixtures

Miscellaneous equipment

Total maintenance

Administration—

Salaries and wages

Expenses of personnel

Transportation

Office expenses

Rentals

Incidental expenses

Government students in United States

Capital value of fixed assets sold

Total administration

Total expenses of operation

Production account

Net cost of operation

Prior year expenses

Net cost

Contributions to provinces and municipalities

Outlays (capital expenditures):

Equipment—

Land and transportation equipment

Stationary machinery

Portable machinery, tools, etc

Furniture and fixtures

Miscellaneous equipment

Total outlays

Net expenditures

£1,974.99

767.82

4,987.56

3,634.63

19,800.23

65,903.12

4,632.44

£101,188.89

2,826,231.26

229,597.64

30,862.67

113,866.85

16,423.16

315,647.06

11,195.36

179,413.68

3,723,222.67

3,824,411.56

13,043.59

3,811,367.97

24,574.37

3,835,942.34

269,909.85

£3,885,942.34

269,909.85

7,070.00

(3,071.70)

(16,211.86)

(8,078.52)

4,495.87

(15,796.21)

4,080,055.98

<b>Assets dropped from account:</b>			
Land (real estate).....			
Public works and improvements—			
Buildings and structures.....	273,525.39	398,251.61	
Schoolhouses.....	361,031.41		
Water works.....	4,866.24		
	<u>639,423.04</u>		
Equipment—			
Land transportation equipment.....	790.54		
Stationary machinery.....	18,924.56		
Portable machinery, tools, etc.....	(35,271.22)		
Furniture and fixtures.....	(310,390.11)		
Miscellaneous equipment.....	(14,971.78)		
Primary schoolbooks and class equipment.....	(1,092,649.99)		
	<u>(1,433,568.00)</u>		
		395,893.35	
<b>Balance, Dec. 31, 1914:</b>			
Principal account surplus—			
Lands (real estate).....		568,776.61	
Public works and improvements—			
Buildings and structures.....	273,525.39		
Schoolhouses.....	811,779.88		
Water works.....	4,866.24		
	<u>1,090,171.51</u>		
Equipment—			
Land transportation equipment.....	49,148.82		
Stationary machinery.....	143,471.34		
Portable machinery, tools, etc.....	33,963.02		
Furniture and fixtures.....	319,854.61		
Miscellaneous equipment.....	50,767.45		
	<u>597,227.24</u>		
		2,256,175.36	
<b>Appropriated surplus:</b>			
Prepayments.....	8.00		
Accounts receivable.....	3,654.78		
Cash—			
Treasury.....	<u>P140,372.93</u>		
Other officers.....	10,269.57		
	<u>150,642.50</u>		
		154,305.28	
		<u>154,305.28</u>	
<b>Accounts payable (deduct)</b> .....			
		6,747,920.90	
		<u>P6,747,920.90</u>	

No. 32.—Summary of property transactions during the fiscal year January 1 to December 31, 1914.

Division.	On hand Jan. 1, 1914.	Issued.	Expended.	Sold.	On hand Dec. 31, 1914.
City schools.....	P88,530.61	P25,862.73	P72,399.80	P14,148.37	P27,845.17
Agusan.....	29,165.43	7,289.73	18,055.12	582.52	17,817.52
Albay.....	50,838.23	15,384.70	51,268.40	5,042.57	9,911.96
Antique.....	25,891.43	4,666.15	25,962.39	2,300.20	2,294.99
Bataan.....	9,902.86	2,705.01	10,325.22	1,375.90	906.75
Batangas.....	48,724.50	15,022.58	51,063.97	4,314.42	8,368.69
Bohol.....	66,608.97	11,061.99	64,871.13	4,468.97	8,330.86
Bulacan.....	52,416.79	10,650.59	52,131.91	5,113.05	5,822.42
Cagayan-Isabela.....	70,813.39	5,547.69	60,212.74	2,583.35	13,564.99
Camarines.....	44,614.99	19,227.45	50,097.35	6,350.92	7,394.17
Capiz.....	55,083.83	12,990.68	52,782.56	6,466.35	8,825.60
Cavite.....	41,651.34	5,096.32	38,529.88	2,802.09	5,415.69
Cebu.....	95,059.91	15,358.90	89,753.72	8,517.32	12,147.77
Ilocos Norte.....	46,880.37	12,702.61	45,984.03	3,901.34	9,697.61
Ilocos Sur.....	60,301.68	18,903.18	56,031.20	12,198.27	10,975.39
Iloilo.....	84,718.57	23,542.85	81,988.95	11,524.47	14,748.00
Laguna.....	45,356.21	12,005.78	43,572.87	6,050.80	7,728.32
Leyte.....	67,995.34	18,346.22	69,470.38	6,348.38	10,522.80
Mindoro.....	16,073.45	2,419.15	16,057.10	582.81	1,852.69
Misamis.....	22,105.54	4,453.90	22,696.78	1,629.19	2,233.47
Mountain.....	31,962.02	21,025.88	32,627.69	489.51	19,870.70
Nueva Ecija.....	41,601.77	10,320.90	40,723.30	3,291.33	7,908.04
Nueva Vizcaya.....	14,614.98	6,704.19	14,657.70	1,365.56	5,295.91
Occidental Negros.....	62,085.44	20,322.52	61,315.35	11,575.21	9,517.40
Oriental Negros.....	37,923.33	10,535.06	39,388.17	2,085.81	6,984.41
Palawan.....	16,078.03	3,582.75	12,459.12	1,358.45	5,863.21
Pampanga.....	44,395.12	17,156.94	46,939.44	4,925.10	9,687.52
Pangasinan.....	92,679.62	28,148.76	97,389.33	11,688.76	11,750.29
Rizal.....	37,439.55	9,914.00	37,753.49	2,181.63	7,418.43
Samar.....	47,758.72	10,959.22	48,467.25	3,570.56	6,680.13
Sorsogon.....	33,625.25	17,373.71	39,214.38	3,255.69	8,528.39
Surigao.....	24,615.71	6,395.75	23,494.57	1,404.66	6,112.23
Tarlac.....	35,900.61	11,847.36	34,887.10	6,244.33	6,616.54
Tayabas.....	50,157.44	18,971.04	52,578.88	8,102.88	8,445.72
Union.....	40,837.21	9,899.93	38,238.90	5,648.95	6,849.29
Zambales.....	26,113.61	6,328.57	25,396.47	4,099.99	2,945.72
Normal.....	72,787.13	18,508.35	29,589.48	10,228.67	51,477.83
Trade.....	88,369.42	34,032.13	52,607.37	3,293.37	66,500.81
General Office.....	108,926.10	14,068.00	40,237.56	11,657.70	71,098.84
Teachers' Assembly.....	66,263.90	3,320.21	19,267.10	81.73	50,235.28
Bacolor Trade School.....	12,215.02	(5,092.17)	7,086.48	36.37	0.00
Industrial Museum.....	6,557.07	1,695.37	305.84	-----	7,946.60
Central Luzon Agricultural School.....	21,615.08	14,104.55	8,483.77	825.69	26,410.17
School of Household Industries.....	9,335.88	4,299.53	6,885.68	71.81	6,677.92
Grand total.....	2,046,591.45	537,660.76	1,783,249.92	203,775.05	597,227.24

No. 33.—Summary of sales for fiscal year January 1, 1914, to December 31, 1914.

Division.	Sales of—			Total.
	Primary texts, etc.	Equip-ment.	Services and manu-factured articles.	
City schools .....	P5,506.59	P9,149.60		P14,656.19
Agusan .....	486.48	171.08	P68.50	726.06
Albay .....	3,029.07	2,465.23		5,494.30
Antique .....	2,146.12	467.54		2,613.66
Bataan .....	1,049.17	594.12		1,643.29
Batangas .....	2,299.45	2,363.01	12.00	4,674.46
Bohol .....	3,502.15	1,567.02		5,069.17
Bulacan .....	3,552.75	2,213.94		5,766.69
Cagayan-Isabela .....	1,751.19	1,339.36		3,090.55
Camarines .....	5,076.89	2,415.45		7,492.34
Capiz .....	2,701.48	1,501.01		4,202.49
Cavite .....	1,386.40	800.67		2,187.07
Cebu .....	5,585.82	3,753.51		9,339.33
Ilocos Norte .....	3,057.82	1,531.36		4,589.18
Ilocos Sur .....	6,039.33	4,527.04	18.20	10,584.57
Iloilo .....	7,733.05	5,140.12		12,873.17
Laguna .....	4,933.71	1,997.77		6,931.48
Leyte .....	5,622.66	2,103.84		7,726.50
Mindoro .....	550.70	139.35	.03	690.08
Misamis .....	1,538.79	395.51		1,935.30
Mountain .....	239.50	220.82	1,208.48	1,718.80
Nueva Ecija .....	1,811.06	1,812.30		3,623.36
Nueva Vizcaya .....	988.58	590.71	39.60	1,618.89
Occidental Negros .....	5,667.67	2,781.04		8,448.71
Oriental Negros .....	1,998.80	490.79		2,489.59
Palawan .....	1,255.60	372.69		1,628.29
Pampanga .....	3,534.12	2,102.95		5,637.07
Pangasinan .....	7,726.40	5,387.97	20.05	13,134.42
Rizal .....	1,625.42	949.97	64.00	2,639.39
Samar .....	3,337.93	1,108.51	.01	4,446.45
Sorsogon .....	2,544.02	1,345.25		3,889.27
Surigao .....	1,374.95	354.42		1,729.37
Tarlac .....	5,694.66	1,439.72	29.24	7,163.62
Tayabas .....	6,145.76	3,246.14		9,391.90
Union .....	3,498.92	2,908.44	.01	6,407.37
Zambales .....	1,943.03	2,015.11		3,958.14
Normal .....	2,024.47	5,679.77	1,333.49	9,037.73
Trade .....	1,059.24	2,073.16	12,510.41	15,642.81
General Office .....	5,958.86	322.59	522.33	6,803.78
Teachers' Assembly .....	106.71	29.22	976.98	1,112.91
Bacolor Trade School .....	7.53	14.85	1,099.41	1,121.79
Central Luzon Agricultural School .....	493.34	534.17		1,027.51
School of Household Industries .....	61.86	70.83	3,199.42	3,332.11
Deaf and Blind .....			732.00	732.00
Sales of Philippine Craftsman .....			3,865.63	3,865.63
Miscellaneous .....			1,664.92	1,664.92
Grand total .....	126,688.05	80,488.95	27,364.71	234,541.71

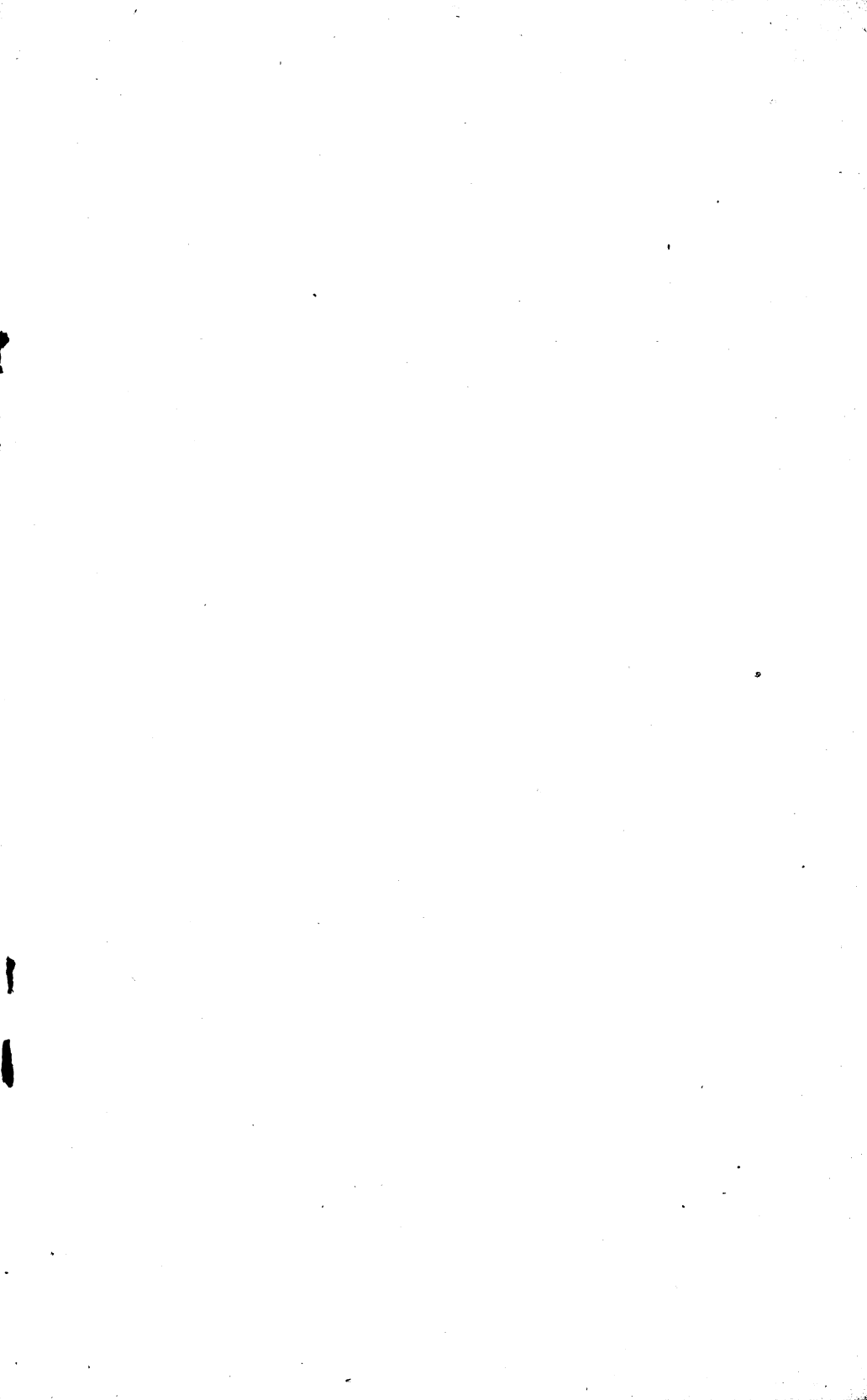
BY QUARTERS.

Jan. 1 to Mar. 31, 1914 .....	P17,987.00	P5,028.48	P8,226.39	P31,241.87
Apr. 1 to June 30, 1914 .....	27,279.19	31,126.76	6,147.05	64,553.00
July 1 to Sept. 30, 1914 .....	50,979.00	34,445.57	3,400.36	88,824.93
Oct. 1 to Dec. 31, 1914 .....	30,442.86	9,888.14	4,060.36	44,391.36
Sales of Philippine Craftsman .....			3,865.63	3,865.63
Miscellaneous .....			1,664.92	1,664.92
Grand total .....	126,688.05	80,488.95	27,364.71	234,541.71

No. 34.—*Insular, provincial, and municipal expenditures.*

A table consolidating the Insular, provincial, and municipal expenditures for salaries, wages, and contingent expenses for school purposes during the fiscal year January 1, 1914, to December 31, 1914.

Division.	Insular.	Provincial.	Municipal.	Total.
<b>Manila</b>	<b>P222,882.87</b>		<b>P334,621.81</b>	<b>P557,504.68</b>
Agusan	61,953.75		3,973.87	65,927.62
Albay	80,217.51	P1,982.18	92,283.10	174,482.79
Antique	51,798.43	5,146.00	22,322.64	79,267.07
Batangas	89,743.75	8,039.04	87,955.05	185,737.84
Bohol	90,995.34	4,067.98	80,068.87	175,132.19
Bulacan	99,771.08	7,444.93	83,202.39	190,418.40
Cagayan-Isabela	97,734.50	5,070.99	68,411.64	171,217.13
Camarines	93,495.44	6,101.13	64,289.36	163,885.93
Capiz	103,680.70	770.00	53,382.00	157,732.70
Cavite	69,923.71	2,783.27	51,928.01	124,634.99
Cebu	154,819.24	8,660.03	191,967.34	355,446.61
Ilocos Norte	75,495.00	9,311.50	50,524.64	135,331.14
Ilocos Sur	123,931.23	2,298.92	80,469.40	206,699.55
Iloilo	125,118.61	3,782.41	127,936.34	256,837.36
Laguna	68,708.21	56,792.59	83,849.50	208,849.30
Leyte	121,719.93	6,577.67	97,826.15	226,123.75
Mindoro	31,814.86	1,364.84	19,582.00	52,761.70
Mountain	108,732.45		185,710.45	294,442.90
Nueva Ecija	87,420.64	2,957.98	51,705.12	142,083.74
Nueva Vizcaya	60,946.82	3,147.03	5,928.11	69,021.96
Occidental Negros	106,178.66	22,021.16	110,942.92	239,142.74
Oriental Negros	70,999.52	1,054.75	42,991.43	115,045.70
Palawan	46,187.65	1,330.63	15,143.85	62,662.13
Pampanga-Bataan	129,526.76	14,433.74	102,459.48	246,419.98
Pangasinan	178,390.07	7,183.39	154,964.76	335,478.22
Rizal	73,540.47	3,905.01	68,059.85	140,505.33
Samar	93,131.17	6,654.00	70,866.00	170,652.17
Sorsogon	73,710.40	3,044.95	50,467.28	127,222.63
Surigao-Misamis	86,680.04	2,315.64	55,424.84	144,420.52
Tarlac	68,924.13	637.64	51,469.62	121,031.39
Tayabas	86,305.10	44,066.87	92,503.98	222,875.95
Union	65,973.72	4,848.55	34,552.15	105,374.42
Zambales	46,435.26	1,557.03	23,296.23	71,288.52
General Office	312,780.61			312,780.61
Insular schools (see Table No. 29)	333,727.11			333,727.11
Allotments, undistributed (see Table No. 28)	301,775.19			301,775.19
<b>Total</b>	<b>4,080,055.98</b>	<b>249,351.85</b>	<b>2,705,580.18</b>	<b>7,034,988.01</b>
Permanent improvements	509,678.01			509,678.01
Less Insular aid to municipalities			(249,920.00)	(249,920.00)
<b>Net expenditures</b>	<b>4,589,733.99</b>	<b>249,351.85</b>	<b>2,455,660.18</b>	<b>7,294,746.02</b>



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**DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION  
MANILA, P. I.**

**SUMMARY OF STATISTICS  
SCHOOL YEAR  
1914-1915.**

**I. DIVISIONS, DISTRICTS, AND SCHOOLS.**

**1914-15.  
March, 1915.**

Number of divisions .....	37
Number of supervising districts .....	237
Primary schools .....	3,837
Intermediate schools .....	309
Secondary schools .....	41
(Including regular provincial high schools and special schools giving secondary subjects.)	
Total number of schools .....	4,187

**II. ENROLLMENT AND ATTENDANCE, 1914-15.**

	Annual Enrollment.	Average Monthly Enrollment.	Average Daily Attendance.
Primary .....	560,823	450,430	400,399
Intermediate .....	42,120	36,800	34,941
Secondary .....	7,576	6,644	6,402
Total .....	610,519	493,874	441,742

The highest monthly enrollment for the school year 1914-15 was that for September, 1914 .. 530,939

**ENROLLMENT BY SEXES, SEPTEMBER, 1914.**

Course	Male.	Female.	Total.
Primary .....	292,277	193,655	485,932
Intermediate .....	28,764	9,393	38,157
Secondary .....	5,746	1,104	6,850
Total .....	326,787	204,152	530,939



### III. INTERMEDIATE SCHOOLS BY COURSES.

	1914-15.		
	Grade		
	V.	VI.	VII.
Number giving General Course . . . . .	234	171	141
Number giving Teaching Course . . . . .	39	35	35
Number giving Housekeeping and Household Arts Course . . . . .	70	70	64
Number giving Trade Course . . . . .	36	35	30
Number giving Farming Course . . . . .	11	11	10
Number giving Business Course . . . . .	1	1	1

#### INTERMEDIATE PUPILS BY SPECIAL COURSES.

General Course . . . . .	21,198	
Teaching Course . . . . .	5,328	
Trade Course . . . . .	2,932	
Farming Course . . . . .	1,163	
Housekeeping and Household Arts Course . . . . .	3,596	
Business Course . . . . .	111	
Total . . . . .		34,328

### IV. REGULAR TRADE SCHOOLS ENROLLMENT AND ATTENDANCE.

Number of schools . . . . .	19
Number of teachers:	
American . . . . .	38
Filipino . . . . .	81
Annual enrollment . . . . .	3,054
Average monthly enrollment . . . . .	2,210
Average daily attendance . . . . .	2,158
Percentage of attendance . . . . .	98

### V. AGRICULTURAL SCHOOLS.

Number of schools . . . . .	4	
Number of teachers . . . . .	13	
Annual enrollment:		
Male . . . . .	491	
Female . . . . .	48	
Total . . . . .		539

### VI. FARM SCHOOLS.

Number of schools . . . . .	8	
Number of teachers:		
American . . . . .	6	
Filipino . . . . .	33	
Annual enrollment:		
Male . . . . .	1,101	
Female . . . . .	271	
Total . . . . .		1,372



## VII. SETTLEMENT FARM SCHOOLS.

### Number of schools:

Agusan .....	17	
Bukidnon .....	22	
Nueva Vizcaya .....	7	
Zambales .....	1	
Total .....		47

## VIII. INDUSTRIAL SCHOOLS.

### Number of schools:

Ilocos Sur .....	1	
Mountain .....	7	
Total .....		8
Number of teachers .....	57	
Annual enrollment:		
Male .....	940	
Female .....	273	
Total .....		1,213

Agricultural schools provide dormitory accommodations for the pupils in attendance. There are four of these institutions in session during the entire year and operating as industrial communities. These institutions are maintained from Insular Funds. The Central Luzon Agricultural School is the largest of these agricultural units and occupies a site of 657 hectares, more than one hundred of which, are under cultivation.

## IX. DISTRIBUTION OF TEACHERS.

	March, 1914.	March, 1915.	
<b>American:</b>			
Primary .....	17	14	
Intermediate .....	143	104	
Secondary .....	156	175	
Industrial instruction ...	70	49	
Industrial supervision ...	48	57	
General supervision .....	178	139	
Total .....	612	....	538
<b>Filipino</b>			
Primary .....	7,394	7,556	
Intermediate .....	663	833	
Secondary .....	12	17	
Industrial instruction ...	609	671	
Industrial supervision ...	41	55	
General supervision .....	131	175	
Total .....	8,850	....	9,307
<b>Total teaching force .....</b>	<b>9,462</b>		<b>9,845</b>



**X. ATTAINMENTS OF FILIPINO TEACHERS.**

	March, 1914.	March, 1915.
Under grade IV . . . . .	58	43
Grade IV . . . . .	20	21
Grade V . . . . .	236	139
Grade VI . . . . .	999	668
Grade VII . . . . .	2,092	1,667
First Year . . . . .	4,196	5,034
Second Year . . . . .	611	785
Third Year . . . . .	228	308
Fourth Year . . . . .	69	110
Above Fourth Year . . . . .	341	468
Total . . . . .	8,850	9,243*

**XI. FILIPINO INSULAR TEACHERS' AVERAGE SALARY.**

	No.	Average Salary.
Regular:		
Male . . . . .	433	P 65.73
Female . . . . .	102	64.05
Temporary:		
Male . . . . .	488	49.44
Female . . . . .	136	45.29
Total Insular Teachers:		
Regular . . . . .	535	65.41
Temporary . . . . .	624	48.53
Total . . . . .	1,159	56.32

\*This does not include 64 apprentice teachers.

**FILIPINO MUNICIPAL TEACHERS' AVERAGE SALARY.**

	No.	Average Salary.
Regular:		
Male . . . . .	2,710	P 23.89
Female . . . . .	1,318	23.78
Temporary:		
Male . . . . .	2,749	20.08
Female . . . . .	1,307	20.68
Total Municipal Teachers:		
Regular . . . . .	4,028	23.85
Temporary . . . . .	4,056	20.27
Total . . . . .	8,084	22.05





# XII. GRADUATES.

Year.	Primary.	Intermediate.	Secondary.
Before 1907-08	about 10,000	about 700	3
1907-08	4,954	1,051	11
1908-09	7,273	1,529	88
1909-10	9,992	2,108	122
1910-11	11,760	2,436	222
1911-12	11,200	3,062	221
1912-13	15,040	4,695	342
1913-14	15,976	4,585	407
1914-15	19,629	5,709	469
Total ...	105,824	25,875	1,885

## ENROLLMENT, PUPILS EXAMINED, PUPILS PROMOTED, AND PERCENTAGES.

Grades.	Percentage of pupils promoted (base on monthly enrollment for March, 1915.)		Monthly Enrollment for March, 1915.		Number of pupils examined (March, 1915.)		Number of pupils promoted (March, 1915)	
	M.	F.	Male.	Female.	Male.	Female	Male.	Female.
<b>Primary:</b>								
Grade I	41	42	136,799	98,698			55,580	41,569
Grade II	65	65	55,867	35,001			36,144	22,909
Grade III	65	67	31,552	15,817			20,635	10,557
Grade IV	60	61	22,967	9,638	21,358	9,078	13,706	5,923
Total	51	51	247,185	159,154	21,358	9,078	126,065	80,958
<b>Intermediate:</b>								
Grade V	80	83	12,536	4,299	12,307	4,231	10,080	3,552
Grade VI	83	83	7,723	2,577	7,652	2,565	6,384	2,135
Grade VII	79	81	5,602	1,591	5,528	1,575	4,418	1,291
Total	81	82	25,861	8,467	25,487	8,371	20,882	6,978
<b>Secondary:</b>								
First Year	65	70	2,701	565	2,622	558	1,745	396
Second Year	84	86	1,215	262	1,195	257	1,016	225
Third Year	85	96	738	99	704	98	629	95
Fourth Year	89	90	445	80	429	78	397	72
Total	74	78	5,099	1,006	4,950	991	3,787	788
GRAND TOTAL	54	53	278,145	168,627	51,795	18,440	150,734	88,724



# XIII INSULAR SCHOOLS.

1914-15.  
March, 1915.  
Teachers. Enrollment.

Philippine Normal School . . . . .	52	1,833
Philippine School of Arts and Trades 1	30	806
Philippine School of Commerce . . . . .	12	412
Philippine School for the Deaf and Blind	5	55
School of Household Industries . . . . .	11	146
Central Luzon Agricultural School . . . .	11	334
Bacolor Trade School 2 . . . . .		
Total . . . . .	121	3,586

- 1 - Including the Nautical department.
- 2 - Became a provincial school in April, 1914.

The Philippine School of Arts and Trades, Manila, is the largest trade school in the Philippines and annually sends out a number of skilled and experienced workmen. Instruction is given in automobile repairing, carpentry, wheel-wrighting, furniture-making, ceramics, blacksmithing, designing and molding. Practical shop work naturally receives most emphasis, yet regular academic work through the intermediate grades is also given.

The Philippine School of Commerce offers a four year's course in business and clerical subjects. The requirement for admission is completion of the intermediate course. Stenography, typewriting, book-keeping, commercial arithmetic and geography, and business correspondence, are thoroughly taught. A special one year's course for high school graduates has also been organized.

The Philippine School for the Deaf and Blind, Manila, provides an education for children too deaf and blind to be properly instructed in the common public schools. Courses in the regular academic subjects, lip reading and finger speech, as well as certain industrial subjects, are taught.

The School of Household Industries, Manila, was created in 1911 by Act 2110 of the Philippine Legislature. The purpose of the school is to train adult women in certain selected home industries. Instruction is given in fancy needlework, embroidery, and lacemaking. The complete course requires six months, classes being graduated semi-annually. Upon returning to their home towns, graduates establish working centers for the production of high grade needlework.



The Central Luzon Agricultural School will be mentioned in connection with agricultural schools. (See XVII.) Like other agricultural schools, it has dormitory accommodations for the pupils and operates a large farm. A four years' course is offered - three years in intermediate, and one year of secondary work.

The Bacolor Trade School, established in 1861 as a place of instruction for reading, writing, arithmetic, Latin and Spanish grammar, and Christian doctrine, was made an Insular trade school on October 1, 1912. The course of study at the Bacolor Trade School comprises the regular trade school work.

#### XIV. SCHOOL AND HOME GARDENS.

##### School Gardens:

Primary .....	3,075
Intermediate .....	205
Total .....	3,280

##### Home Gardens:

Primary .....	41,053
Intermediate .....	4,636
Total .....	45,689

Area Cultivated by Hectares .....	541.9333
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#### XV. SCHOOL GROUNDS.

School with improved grounds .....	881
School with properly prepared and kept lawns . ...	569
School fenced with permanent fences .....	270
School fenced with temporary fences .....	1,486
Total .....	3,206

#### XVI. Number of schools .. 2,626

Playgrounds area used by school, whether public or private property (approximate area in square (meters) .....	10,935,451
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##### Playgrounds owned by:

Municipality .....	1,714
Church .....	142
Private .. ...	661
Bureau of Education .. ...	30
Province .. ...	79
Total .. ...	2,626



# XVII. SCHOOL SITES.

## Schools:

Central .....	1,250
Barrio .....	2,931
Total .....	4,181.

## Adequate:

Central (Area in square meters) .....	22,939,901
Barrio ( " " " " ) .....	6,700,944

## Inadequate:

Central ( " " " " ) .....	1,668,691
Barrio ( " " " " ) .....	1,704,176

## Year acquired:

Before 1900 .....	488
1900 .....	11
1901 .....	9
1902 .....	14
1903 .....	9
1904 .....	26
1905 .....	32
1906 .....	41
1907 .....	44
1908 .....	131
1909 .....	237
1910 .....	331
1911 .....	322
1912 .....	267
1913 .....	350
1914 .....	328
1915 .....	218
Titles pending .....	23
Total .....	2,881

## How acquired:

Spanish title .....	402
Donation .....	1,474
Purchase .....	675
Set aside from public lands .....	209
Not acquired and not registered .....	121
Total .....	2,881

## Character of soil:

Rocky .....	166
Sandy .....	1,283
Loamy .....	1,395
Unclassified .....	37
Total .....	2,881





Drainage:

Good .....	2,263
Fair .....	403
Poor .....	215
Total .....	<u>2,881</u>

Value ..... P1,969,911.85

\*Philippine Normal School and Philippine School of Arts  
Trades are not included.

XVIII. VOLUNTARY CONTRIBUTIONS.

Receipts: (Form of donation)

Money .....	P 215,398.01
Materials .....	59,710.67
Labor .....	57,432.56
Land .....	33,386.22
Miscellaneous .....	9,054.85
Total .....	<u>374,982.31</u>

Disbursement: (Amount devoted to)

Buildings and grounds .....	P 166,288.24
Athletics .....	49,392.37
Libraries .....	3,992.48
Salaries .....	66,408.99
Miscellaneous .....	37,985.42
Balance on hand .....	50,914.81
Total .....	<u>374,982.31</u>

XIX. NON-CHRISTIAN ENROLLMENT AND ATTENDANCE.

Number of schools .....	180
Number of teachers .....	367
Annual Enrollment:	
Male .....	7,211
Female .....	2,569



## BUREAU OF EDUCATION PUBLICATIONS—Continued.

*(Continued from second page of cover.)*

### TEXTBOOKS—Continued.

- Commercial Geography; the Materials of Commerce for the Philippines. 1911. (In course of revision.)  
Samuel Johnson, Macaulay; Self-Reliance, Emerson; Gettysburg Address, Lincoln. 1911. (Reprinted, 1913.)  
Supplementary Problems for Trade Schools and Trade Classes in the Philippine Public Schools. 1913. (Reprinted, 1915.)  
Supplementary Problems for Domestic Science Classes. 1918. (Reprinted, 1915.)  
Housekeeping—A textbook for Girls in the Public Schools of the Philippine Islands. 1914. (Reprinted, 1915.)  
Economic Conditions in the Philippines. 1913.  
Woodworking for Beginners. 1915.  
Supplementary Problems for Classes in Agriculture. 1915.  
Free-hand Drawing for Primary Grades, Grades I and II. (Supply limited.)  
Free-hand Drawing for Primary Grades, Grades III and IV. (Supply limited.)  
Phonics, A Five Weeks' Course for Primary Grades. 1915. (Supply limited.)

### MISCELLANEOUS:

- Domestic Science—A Guide to Practical Instruction in Housekeeping, Sewing, Cooking, and Laundering in Grades III and IV of the Philippine Public Schools. 1908. (Supply exhausted.)  
Some Recipes for Preparing Jellies, Preserves, Pickles, and Candies from Philippine Fruits. 1911. (Supply exhausted.)  
Second and Third Annual Reports on Private Schools and Colleges of the Philippine Islands. 1911 and 1912. (Supply exhausted.)  
A Statement of Organization, Aims, and Conditions of Service in the Bureau of Education. 1911. (Several editions printed at Manila and Washington.) (Supply exhausted.)  
A Talk on Health Conditions in the Philippines. Dr. Victor G. Heiser, Director of Health. 1912.  
Local Geographical and Historical Notes. 1915. (Not completed.)

### PHILIPPINE CRAFTSMAN REPRINTS:

1. Philippine Mats. 1913.
2. A Manual in Woodworking for Philippine Public Schools. 1915.

